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ABSTRACT

This document consists of the 1995 issues of the Child Care Bulletin, a bimonthly publication of the National Child Care Information Center. The January-February issue focuses on child health and safety. Topics discussed include promoting health and safety in child care, and the earned income tax credit. The March-April issue focuses on school-age child care. Topics discussed include school-age accreditation, and how children spend their time. The May-June issue focuses on staffing and accreditation. Topics discussed include training and career development initiatives, and staff credentialing resources. The July-August issue focuses on parent involvement and family support. Topics discussed include early childhood PTAs, and mental health needs. The September-October issue focuses on serving children with disabilities in child care. Topics discussed include training systems for inclusion, and inclusive school-age programs. Finally, the November-December issue focuses on public-private partnerships in child care. Topics discussed include corporate initiatives that support families, and partnerships that support school-age care. Each issue discusses organization resources and publications pertinent to child care. (JW)

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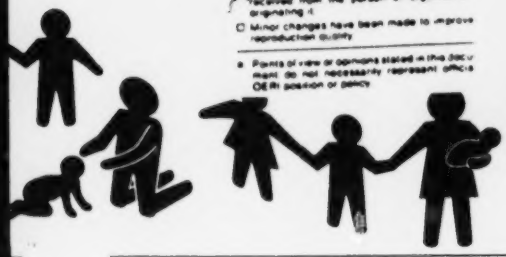

Child Care Bulletin

ED 390 581

ACF Focuses on Health and Safety

The Administration for Children and Families (ACF) is spearheading an initiative within the Department of Health and Human Services to promote health and safety in child care. This is an outgrowth of ACF's child care goals, which center on strengthening partnerships with state, territorial and tribal grantees in order to improve services to children and families. The goals emphasize coordination across funding sources to streamline child care operations, increase efficiency, and promote high quality comprehensive services.

The health and safety initiative is based on a twofold premise. First, greater attention needs to be paid to health and safety issues in child care programs. Second, child care settings provide opportunities to promote the health of children. Arrangements can be made to ensure that children are fully immunized and that eligible families have access to Medicaid and WIC (Supplemental Food Program for Women, Infants and Children) benefits.

ACF key activities include the implementation of a new inter-agency agreement with the Maternal and Child Health Bureau (MCHB) to sponsor a national forum on health and safety in child care and to conduct further analysis of state and tribal health and safety standards. The National Symposium on Health and Safety in Child Care, planned for the spring of 1995, will bring together experts from the public and private sectors to discuss child care health and safety issues and practices. The analysis of child care standards will compare state and tribal standards and Child Care and Development Block Grant (CCDBG) health and safety requirements to recommendations developed by the American Public Health Association (APHA) and the American Academy of Pediatrics.

Health and safety were showcased at the National Child Care Conference, sponsored by ACF, held in Washington, DC in October. The conference included sessions focused on violence prevention, nutrition in child care programs, immunizations, health and child care collaborations, and mental health services.

ACF also plans to conduct 10 regional forums across the country for states, territories and tribes. The goal of these meetings will be to focus on health and safety issues and to forge new partnerships with other federal agencies. ACF child care staff have been working with the Centers for Disease Control (CDC) to develop a five year plan for child care health and safety. They have also been working closely with the Administration on Developmental Disabilities (ADD) to stimulate support for integrating children with special needs into child care. Finally, efforts are underway to promote new linkages between ACF and the Health Care Financing Administration (HCFA) around Medicaid outreach to eligible children served in child care.

Please send information on promising health and safety initiatives related to child care to the National Resource Center for Health and Safety in Child Care (703-524-7802).

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Health and Safety

PS 023941

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families

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NCCP's Health Goals, Objectives and Strategies

These recommendations are adapted from a presentation by Karen N. Bell, National Center for Children in Poverty, at the ACF National Child Care Conference to be published in 1995 as "Addressing Child Health Needs in Child Care Programs" (For more information, call 212-927-8793)

Goals & Objectives	Strategies for States, Communities and Providers
1. *Assure child health & safety*	• Improve licensing & monitoring and help child care providers meet requirements for health and safety. • Work with child care resource & referral (CCR&R) agencies to provide technical assistance and training to child care providers.
2. *Promote prevention and follow-up screenings with diagnosis and treatment*	• Require health screening & immunizations. • Facilitate linkages between child care and Head Start programs. • Promote linkages between health providers & child care programs. • Encourage on-site health care delivery in child care settings.
3. *Assist parents in obtaining health benefits and linking parents and children to a stable medical home*	• Facilitate Medicaid reimbursement for EPSDT case management & outreach. • Develop common applications for Head Start, child care, Medicaid & WIC. • Encourage community planning to eliminate gaps & promote continuity in health delivery.

Spotlight on...

The Oregon Public Health Service has created a program to integrate child care providers into the public health service system. As part of this effort, last year they instituted "Health Days" to help promote awareness of health and safety issues. Over 900 copies of ***Caring for Our Children*** *have been given out across the state!*

Let us know what you think about the Child Care Bulletin!

Promoting Health and Safety in Child Care Programs

Carole Logan Kuhns and Richard Fiene

The National Resource Center for Health and Safety in Child Care was established by the Maternal and Child Health Bureau to provide a national focal point for information, training and technical assistance. The National Resource Center supports other MCHB-funded projects related to health and safety in child care, and assists states as they implement the National Health and Safety Performance Standards. The mission of the Center is to enhance the quality of child care by supporting state health and licensing agencies, child care providers, health care professionals, parents and child advocates in promoting health and safety in child care settings.

Promotion of health and safety standards enhances the quality of child care. Monitoring to ensure compliance with such standards is a critical issue. Monitoring serves not only as a means for regulatory oversight, but also as an effective self-improvement tool.

We now have a set of comprehensive health and safety standards developed by the American Public Health Association and the American Academy of Pediatrics. The standards are outlined in *Caring for Our Children: National Health and Safety Performance Standards—Guidelines for Out-of-Home Child Care* to use as a basis for development of monitoring tools. Unlike regulations, these standards do not carry the force of law, but they reflect criteria for quality health practices that conform to professional standards.

Having such a comprehensive description of standards for quality care is essential, but the comprehensive nature of the standards could pose difficulties for their use as a monitoring tool.

There are two approaches for identifying key standards to use in monitoring. The first is to identify those standards for which noncompliance by the provider places a child at greater risk. The second approach seeks to identify predictor/indicator standards or items that predict compliance with standards overall.

The first approach is the basis for a project funded by the Maternal and Child Health Bureau at the National Resource Center for Health and Safety in Child Care. A review panel of 350 experts has been asked to rate each of the National Health and Safety Performance Standards based on relative risk to the child. A higher rating indicates that noncompliance with the standard places the child at greater risk (both physically and psychologically). The project will result in a prioritized ordering of the National Health and Safety Performance Standards that are necessary for reducing injury and morbidity in child care settings.

> Health and safety standards that are indicators of quality programs include: training in pediatric CPR and first aid, immunization of children in care, emergency plans, and proper handwashing procedures

In a related project, Dr. Richard Fiene of the Pennsylvania Bureau of Child Day Care Services and the National Early Childhood Program Evaluation Center at the Pennsylvania State University at Harrisburg has developed a national database of key child care state regulatory predictor indicators. This approach identifies those standards that discriminate between high-compliance quality programs and low-compliance programs.

Results of the two projects will give insight into particular characteristics of quality child care programs. Findings of the national predictor/indicator databases suggest that 13 focus areas predict compliance with child care standards overall. Preliminary data analysis of the National Resource Center for Health and Safety in Child Care project suggests that experts consider many of these same focus areas necessary for reducing injury and morbidity in child care settings. For example, training in pediatric CPR and first aid, immunization of children in care, emergency plans, and proper handwashing procedures were identified by experts as priority health standards and were statistically significant predictors of compliance overall.

The National Resource Center's priority project has yet to be completed. Utilizing either model or a combination of the two promises to assist staff in monitoring provider practices more efficiently and effectively.

Carole Logan Kuhns, R.N., Ph.D., is the Project Director at the National Resource Center for Health and Safety in Child Care (703-524-7802) and is an Assistant Professor at Georgetown University. Richard Fiene, Ph.D., is the State Training Director for the Pennsylvania Bureau of Child Day Care Services and is an Adjunct Professor of Psychology and Education at Pennsylvania State University, Harrisburg campus.

The Earned Income Credit and Low Income Families

Helen Keith

Every day, child care programs help families in a variety of ways. This month, they can help by providing important tax information to parents.

The **Earned Income Credit (EIC)** is a refundable tax credit available to low-income families. It can be claimed after filing a tax return, or can be pre-paid to qualified people in their regular paychecks throughout the tax year. In some cases, the credit is even available to families who do not file a tax return.

The EIC should not be considered as an increase in wages or overall compensation. It is a tax *credit* that is due to working families to help them stay above water financially. IRS representatives emphasize that benefit levels (for example AFDC, Food Stamps, Medicaid) are not affected by the EIC. The National Women's Law Center has focused their outreach campaign on child care settings. This year the Center hopes that communities will continue to expand the outreach effort to families. Working with the National Women's Law Center, the Center for Budget and Policy Priorities has taken on an expanded role in outreach, developing a coalition of over 10,000 local organizations.

As of December, the Earned Income Credit Outreach Kit has been available to give programs the information families need to access the EIC. Anyone may obtain the kit by calling the Center on Budget and Policy Priorities at (202) 408-1080.

Helen Keith is a senior researcher for child care programs with Macro International. She recently coordinated a national audioconference on the EIC for CCDBG grantees.

Get out the news about the EIC!

IN TAX YEAR 1994, THOSE ELIGIBLE FOR THE EARNED INCOME CREDIT INCLUDE:

Families with one child who earn less than $23,755 are eligible for a credit of up to $2,038;

Families with two or more children who earn less than $25,296 are eligible for a credit of up to $2,528; and

For the first time, workers earning less than $9,000 with no children are eligible for a maximum credit of $306 if they are over 25 and their return covers a 12 month period.

Transporting Children Safely

Children's Safety Network

The National Highway Traffic Safety Administration is collaborating with the Maternal and Child Health Bureau of the Health Resources and Services Administration on a child occupant protection in out-of-home child care project. This project will be conducted jointly by the Children's Safety Network at the National Center for Education in Maternal and Child Health and the National Resource Center for Health and Safety in Child Care.

The goal of the project is to educate child care centers and family child care providers about the precautions that must be taken when children are passengers in any kind of vehicle. The project will utilize training, technical assistance, and information dissemination to facilitate networking among the maternal and child health, traffic safety, and child care communities.

The project will educate preschool children, parents, and child care providers about child occupant protection. It will also work to ensure that children are transported safely and that child care providers are linked to community resources for child car safety seats and transportation safety classes.

For more information, contact Esha Batia at the Children's Safety Network, National Center for Education in Maternal and Child Health, 2000 15th Street North, Suite 701, Alexandria, Virginia, 22201 or call (703) 524-7802, fax (703) 524-9335.

The Child Occupant in Out-of-Home Child Care Settings project is funded by the National Highway Traffic Safety Administration through an agreement with the Maternal and Child Health Bureau, U.S. Public Health Service, U.S. Department of Health and Human Services.

Health Connections: The First Step in Serving Families

Yasmina Vinci and Renu Shukla

NACCRRA represents resource and referral agencies in over 400 communities across the country, serving over 750,000 families and 260,000 providers each year.

There is a growing recognition among child care practitioners, policy makers, and funders that health and quality child care are inextricably linked. This link is the foundation of the National Association of Child Care Resource and Referral Agencies' (NACCRRA) efforts to create and promote comprehensive services for families.

Experts in maternal and child health and leaders in the child care field want to make health linkages possible for communities in all states. As a result, the Maternal and Child Health Bureau (MCHB) is supporting *Health Connections*, a project which will explore and develop models of health linkages in CCR&Rs. *Health Connections* is a collaborative effort between the National Resource Center for Health and Safety in Child Care and NACCRRA. The Resource Center, also supported by MCHB, maintains a wealth of information and services for improvements in health and safety in child care.

Health Connections will develop a comprehensive source of information and services for the child care community and will promote the development of systemic health linkages from the bottom up. The first steps of this year-long effort include: creating a database of model systemic health linkages in child care resource and referral agencies; providing national and regional forums for providers and CCR&Rs to discuss their needs in developing health linkages; convening sessions on health linkages at NACCRRA's annual policy symposium in February 1995; and planning a national symposium with the Administration for Children and Families and MCHB on health and child care for spring 1995.

The members of the child care community make health linkages in a variety of ways. Providers may require immunizations before children are admitted, then provide health and developmental screenings, nutrition programs, health consultations, home visits, and referral services. Regulators expect programs to meet approved

health and safety standards. Communities provide financial support of public health services in child care settings.

Sometimes these efforts complement each other very well, and sometimes they do not. States, tribes, and local governments may face obstacles due to financing limitations, budgeting issues, and limited administrative capacity. Often what is needed to overcome these obstacles are effective systemic links between these efforts.

Child care resource and referral agencies can provide those connections. They are at the hub of the child care system: they have supported parents in their searches for child care, and child care providers with training and technical assistance. They have worked with state and local governments to coordinate child care initiatives and programs. States and tribes could rely on CCR&Rs to serve as the direct link between child care administrators, providers, parents, and health care professionals.

Take, for example, the case of Louisiana. Just last year, a change in their child care health and safety regulations required providers to have completed three hours of training in health, sanitation and nutrition. Karen Kelso, R.N., M.S.N., of the state Office of Public Health, organized the "Train the Trainer" program, in which nurses, epidemiologists, and hospital representatives collaborated to train providers. She found that resource and referral agencies, with their comprehensive databases of providers, were able to link the health department to the child care community. She says of Louisiana's efforts: "CCR&Rs are the reason why this is going to work."

Child Care Services of Northwest Louisiana, Inc. reacted to last year's regulatory change by holding forums in three areas of the state, at which health department administrators met with providers and discussed the new training requirements and their implications for the child care community. Nancy Alexander of Child Care Services explains, "R&Rs can take the ball and run with it. We're a great group for state agencies to tap into."

Yasmina Vinci is Executive Director and Renu Shukla is the Policy Associate for the National Association of Child Care Resource and Referral Agencies (NACCRRA). For more information about the Health Connections project, please contact Renu Shukla at (202) 393-5501.

Early Childhood Programs Can Link Children With Health and Nutrition Benefits

Donna Cohen Ross

A national outreach project called *Start Healthy, Stay Healthy*, spearheaded by the Center on Budget and Policy Priorities in Washington, DC is helping early childhood programs move a step closer to providing low-income families with comprehensive services for their children. The project demonstrates how early childhood programs can use simple strategies that piggy-back on current intake and family assessment procedures to link eligible children with the health and nutrition benefits available through Medicaid and Supplemental Food Program for Women, Infants and Children (WIC).

Start Healthy, Stay Healthy is now responding to requests for information and technical assistance from child care resource and referral agencies, child care centers, Head Start and other preschool programs across the country. Programs in Alabama, Arizona, California, Illinois, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Missouri, New Jersey, New Mexico, Oklahoma, Tennessee, Virginia and Washington have expressed interest in launching outreach campaigns in their communities. In addition, 53 state and tribal Child Care and Development Block Grant administrators, as well as federal officials, attended a workshop about the project at the recent Administration for Children and Families National Child Care Conference, where a full day was devoted to making connections between early childhood and health programs.

Why is there such widespread interest and concern, and why are early childhood programs in a prime position to help?

The number of uninsured youngsters is a cause for great concern.

The Center's recent analysis of Census data indicates that *2.6 million children under age 6 are eligible for Medicaid but are not receiving it.* About half of these children lack health insurance coverage; the other half have private insurance, but this coverage is not likely to offer the full range of comprehensive preventive services available under Medicaid's Early and Periodic Screening, Diagnosis and Treatment Program (EPSDT). To a large extent, the gap in Medicaid enrollment exists because families are probably unaware of recent program changes

How a Child Care Program Can Link Children to Medicaid

Sara is three years old. She will be attending the Learn and Grow Child Care Center when her mother starts a new job next week. Combined with the money Sara's father earns from his work, the family income will amount to $15,500 a year. Since neither parent receives health insurance benefits from their employer, Sara, their only child, is uninsured.

The Learn and Grow Center is a Child and Adult Care Food Program (CACFP) sponsor. The family counselor at Learn and Grow helped enroll Sara in the program. She found that the family's income is below 130 percent of the poverty line; therefore the Center can claim the free meal reimbursement rate from CACFP. The family counselor has been trained to recognize that children from families that qualify for the free meal reimbursement are also likely to be eligible for Medicaid. The family counselor finds out that Sara is not already receiving Medicaid benefits and that the family has no insurance to cover Sara's health care. She tells Sara's mother about the Medicaid program and the full range of preventive services and treatment available through EPSDT. She gives Sara's mother the address and phone number of the local Medicaid office and offers her help in applying.

Medicaid linkages continued...

that resulted in their children being eligible for Medicaid. Prior to 1989, health insurance coverage under Medicaid was available primarily to children receiving public assistance through AFDC. Federal law changes have expanded Medicaid coverage beyond AFDC participation so that now children under age six from families with incomes below 133 percent of the poverty line can enroll in the program.

Similarly, parents may be unaware that children under age five from families with incomes below 185 percent of the poverty line can receive WIC. Currently, WIC reaches only about 55 percent of eligible children age one through five; about 2.5 million children are eligible, but not enrolled in the program.

Early childhood programs work directly with these children and families every day.

Low-income working parents often have jobs that do not provide health insurance coverage. Yet, because these parents are in the workforce they are often unfamiliar with public assistance programs. The children of these working parents are likely to be cared for during the day in some type of early childhood setting, which means these programs are in a key position to deliver the message about the availability of Medicaid and WIC and how to apply for benefits.

In addition to identification and referral, a *Start Healthy, Stay Healthy* goal is to make the Medicaid enrollment process less cumbersome. Many states are now allowing Medicaid applications to be mailed, saving parents from making a trip to the Medicaid office. In addition, the project is exploring ways early childhood programs can serve as enrollment "outstation" sites so that parents can file applications in places where they feel comfortable and help from familiar staff is available. *Start Healthy, Stay Healthy* is also working to obtain clarification and dissemination of rules regarding the range of outreach and enrollment activities for which Medicaid reimbursement can be claimed.

Resources and Technical Assistance Available

A user-friendly outreach kit will be available from *Start Healthy, Stay Healthy* in early 1995. It will contain background information and outreach strategies for program providers and advocates, as well as materials for families with children eligible for Medicaid and WIC. Training and technical assistance for state and local organizations is also available.

Donna Cohen Ross is the Director of Outreach for the Center on Budget and Policy Priorities. To learn more, call Donna Cohen Ross, Eliana Loveluck or Allison Logie at the Center at (202) 408-1080.

Child Care Technical Assistance Project

Anne Goldstein

One year after Child Care and Development Block Grant funding became available to the states, territories and tribes, the Administration for Children and Families (ACF) entered into a contract with J&E Associates and Macro International to broaden the technical assistance available to grantees. J&E Associates have worked with ACF central and regional office staff to help grantees meet the requirements of the block grant program and to increase the availability, accessibility and quality of child care services. J&E Associates and Macro International will continue their work with ACF and block grant recipients for the next few months.

In October 1994, ACF initiated a new technical assistance project with Trans-Management Systems Corporation (T-MSC) and Collins Management Consulting, Inc. (CMC) to continue the national technical assistance effort to promote coordinated, comprehensive services to children and families. T-MSC and CMC have extensive experience in the child care field, including direct service, resource and referral, training, technical assistance and advocacy, as well as with federal, state and local governments.

The **Child Care Technical Assistance Project** will continue to convene state/territorial and tribal workgroups to obtain input. These groups will provide the practical and factual background needed to help shape the technical assistance effort. Planned activities include a National Tribal Child Care Conference (tentatively scheduled for August 1995) and a National Child Care Conference for state/territorial grantees (tentatively scheduled for September 1995). The T-MSC/CMC team will also coordinate National Leadership Forums to bring together experts on important topics such as children with disabilities (tentatively scheduled for July 1995) and supporting and involving families in child care programs (tentatively scheduled for January 1996).

T-MSC/CMC will also be responsible for supporting an interagency child care group, regional child care meetings, on-site technical assistance to selected ACF

Child Care TA Project continued...

grantees, and other activities.

A major activity of the technical assistance effort is the creation of the **National Child Care Information Center.** Current research, best practices, and related resource information will be available via computer, fax, and an "800" telephone line.

The National Child Care Information Center is a new mechanism for enhancing program linkages at the national level that will be developed with existing child care organizations to supplement, not duplicate services. The Center staff will solicit input on resource needs from state, territorial, and tribal grantees. Another responsibility of the Center is publication of the *Child Care Bulletin*, which will be distributed six times a year to federal administrators, ACF grantees, national child care organizations and others interested in child care issues and program practices.

T-MSC's project staff include:

- Regina Bernard, MSW-LCSW, Project Director
- Sally Hardy, Ph.D., Senior Child Care Specialist
- Tribal Child Care Specialist (national recruitment ongoing)
- Logistics Coordinator (recruitment ongoing)

CMC's project staff include:

- Ray Collins, Ph.D., Subcontract Manager
- Anne Goldstein, M.A., Director, National Child Care Information Center
- Marilyn McGhee, M.G.A., Editor, Child Care Bulletin
- Danielle Ewen, M.P.A., Researcher

For more information about the Child Care Technical Assistance Project, call Regina Bernard at (202) 628-3488.

Anne Goldstein is the Director of the National Child Care Information Center. For more information on the Center, call 1-800-616-2242, TDD 1-800-516-2242 or fax at 1-800-716-2242.

Public Health and Child Care Linkages

Selected Findings of a Survey of State Agencies Conducted by the American Public Welfare Association (For more information, call Michelle M. Odom at 202-682-0100):

Arizona. Through CCDBG funded child care resource and referral (CCR&R) agencies, the Public Health Department offers training and resources on nutrition, oral health, and developmental growth. The Department of Health Services offers a 1-800 statewide child care information line available to parents, providers and others.

Florida. Child care and health services are both administered by the Department of Health and Rehabilitative Services. At the local level, child care staff interact on a routine basis with county public health nurses to license child care facilities, make annual inspections, and respond to outbreaks of illness.

Indiana. At the direction of the governor, eight state agencies worked together to draft a proposal for a Consolidated State Plan for Services to Children and Families. This will remove barriers and result in improved services and greater efficiency and effectiveness.

Maryland. The Department of Health and Mental Hygiene made a grant to the Child Care Administration to provide immunization training and educational materials to child care providers.

Missouri. The Department of Health, through its Child Care Licensing Unit, develops health and safety standards for all facilities caring for more than four children.

Nebraska. There are ongoing collaborations between the child care and health agencies on immunization provision in child care settings and for lead investigation and abatement in child care centers.

Vermont. Some areas use local child care sites for WIC and well baby clinics.

Washington. The Department of Health provided regional training to local public health departments regarding child care consultations, including immunizations, nutrition, oral health, and growth and development.

Selected States' Activities related to Child Care Health and Safety, as compiled by the National Center for Education in Maternal and Child Health:

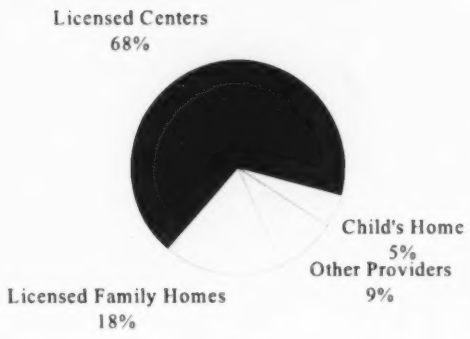
Kentucky. The Lexington-Fayette County Health Department operates a child day care program that assesses needs of child care centers in areas of health, safety and nutrition education. Services include onsite and phone consultation, staff training, parent education programs, children's health education programs and a newsletter.

Pennsylvania. State administered funds support the Early Childhood Education Linkage System (ECELS) program, which provides telephone consultation for early childhood professionals about health and safety issues; training for early childhood educators, licensing staff and health consultants; and links child care facilities to health professionals who volunteered to be listed in the ECELS health consultant registry.

Child Care and Development Block Grant Data

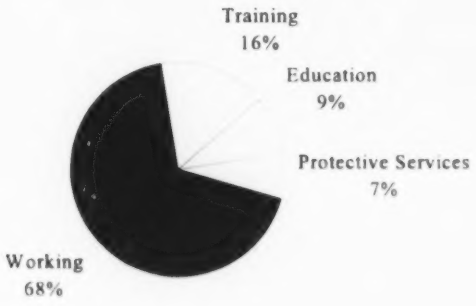
(excerpted from the First Annual Report to the Congress on State Program Services and Expenditures)

Children Served by Type of Provider



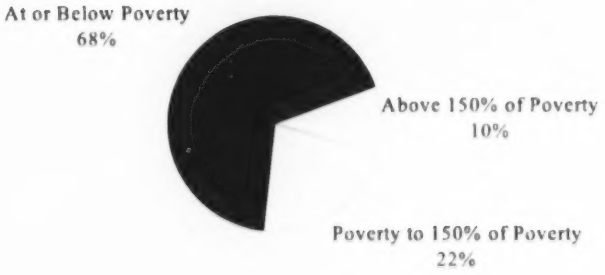
An estimated 571,095 children received child care services paid for in whole or in part with Block Grant funds. Over two-thirds of the children were served in licensed centers.

Reasons for Child Care



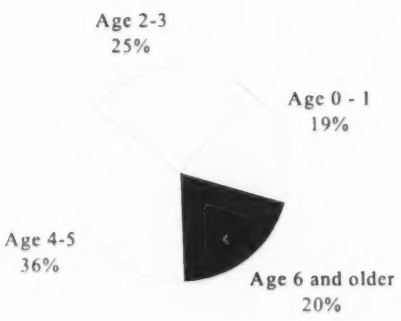
Nearly 68% of all participating children were receiving child care so their parent(s) could work.

Children Served by Level of Family Income



Over two-thirds of the children served were in families with incomes at or below poverty.

Children Served by Age



Approximately four out of five children served were under six years of age.

CCDBG Data continued...

The Child Care and Development Block Grant includes a 25% set-aside to increase the availability and improve the quality of child care. Each state sets its own priorities and spends the funds according to its needs.

The bulk of the 25% monies were spent on early childhood development programs and on before- and after-school child care. Many grantees chose to use the funds to expand existing early childhood programs including those administered by Head Start and the public schools.

A major emphasis of these efforts was on child care resource and referral programs. States also developed alliances with community organizations such as the YMCA and YWCA, community centers, churches, synagogues, Kiwanis Clubs, and the United Way.

Others initiated programs through collaborations with organizations that were already active in the child care field, such as public housing authorities, state colleges and universities, non-profit and for-profit child care centers, and local public school systems.

The majority of grantees targeted at least some of their early childhood development programs to specific populations and to meet community-specific needs. More than half chose to develop and expand projects serving infants and toddlers. Many states invested funds in projects to serve children with disabilities. Several states funded early childhood development projects for teen parents, parents attending school and homeless families. Others funded early childhood education curricula and materials to meet the needs of minority populations such as migrant, Native American and Hispanic families.

Spotlight on...

Successful collaborations *grow from mutual needs. After assessing the needs of their licensed, unlicensed and relative child care providers, the Muscogee (Creek) Nation and the Cherokee Nation of Oklahoma found that their providers had similar training needs. Many of the providers live in rural areas with little access to training and need a curriculum tailored to persons with limited experience as providers and little or no formal training in child care. Together, they began an effort to meet these needs.*

To solve these problems, a representative from the Cherokee Nation and Janet Wise, the Child Care Coordinator of the Muscogee (Creek) Nation and also the President of the National Indian Child Care Association talked with a number of organizations in the area. They found that the American Red Cross, which offered a basic caregiving course, the Oklahoma State University Cooperative Extension Service and the Area Resource Prevention Network, a clearinghouse for substance abuse prevention training, each wanted to expand their training resources in the area of child care.

From these discussions, a successful collaboration was born. A new curriculum is being developed to supplement the existing American Red Cross courses. The program will include sections on Early Child Development, Nutrition, Health and Safety, Tax Reporting, Recordkeeping and cultural activities. The program is scheduled to be completed and used in the first training class by June 1, 1995.

In addition, the Tribal CCDBG program staff will become certified trainers through the American Red Cross. When they have finished the training, program staff will be qualified to train and certify local providers in Infant/Child CPR, First Aid and Child Care Careers. This "train the trainers" model will allow the tribe to provide instruction to providers as it is needed rather than as it becomes available.

Tribal Resources

National Indian Health Board
1385 S. Colorado Blvd.
Suite A-708
Denver, CO 80222
(303) 759-3075
Provides technical assistance to members and Indian organizations on health topics.

Association on American Indian Affairs
245 Fifth Avenue
New York, NY 10016
(212) 689-8720
Provides legal and technical assistance to Indian tribes.

American Indian Health Care Association
245 E. 6th Street, Suite 499
Saint Paul, MN 55101
(612) 293-0233
Provides training and technical assistance in the implementation of management techniques for urban Indian health care centers.

First Nations Development Institute
69 Kelley Road
Falmouth VA 22405
(703) 371-5615
Aims to help tribes achieve self-sufficiency through technical assistance and workshops.

With each issue, the Child Care Bulletin will highlight resources available to the child care community. We encourage providers, parents, administrators, and other readers to share your knowledge of what is available so that we can pass it on to the field.

How can local R&Rs and child care centers provide access to high quality information on parenting and working with families, *without* assembling a costly library? The National Parent Information Network (NPIN), an extensive and growing electronic service for parents, parent educators, and others working in collaboration with families, provides information that can supplement local resources.

Operated by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), NPIN provides a continually expanding collection of information on parenting, parent education, child care, learning activities at home, and parent involvement for parents and those who work with them. Available at no charge to anyone with an Internet account, NPIN is housed on a "gopher" site (made possible by an equipment grant from Apple Computer, Inc.) that is devoted to child development, care and education, and the parenting of children from birth through adolescence.

ERIC/EECE, one of 16 clearinghouses that make up the federally funded ERIC education information system, works to make the literature on child development, child care and early education available in the ERIC database. The clearinghouse also offers free print materials to requesters on many topics related to early education and care. For a list of free materials and information on early childhood educators and the Internet, call ERIC/EECE at 1-800-583-4135.

Publications

Model Child Care Health Policies
Susan Aronson and Herberta Smith
Developed by the Pennsylvania Chapter of the American Academy of Pediatrics

Comprehensive model health policies and sample forms presented in this report cover nearly every aspect of child and staff health concerns. (Available for $5 from the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426 or call 1-800-424-2460.)

Promoting Access to Quality Child Care: Critical Steps in Conducting Market Rate Surveys and Establishing Rate Policies
Prepared for the Children's Defense Fund by Louise Stoney

This report provides technical information for those working to establish rate policies in their states. (Available for $5.95 from CDF, P.O. Box 90500, Washington, DC 20090-0500.)

MCH Program Interchange: Focus on Health and Safety in Child Care
National Center for Education in Maternal and Child Health

Information about selected materials and publications from federal agencies, state and local public health agencies and voluntary and professional organizations. (For information, call (703) 821-8955 ext 254.)

Adjunct ERIC Clearinghouse on Child Care

The National Child Care Information Center (1-800-616-2242) has begun planning with ERIC/EECE to become an Adjunct ERIC Clearinghouse for Child Care. This will facilitate the efforts of the Center to provide free information and referral services to state, territorial and tribal grantees administering federal child care funds and to others in the child care community.

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Please circulate or photocopy for maximum distribution.

Next Issue: School Age Child Care

Please send articles or ideas for the next issue or future issues to the Editor, Child Care Bulletin.

National Child Care Information Center
Collins Management Consulting, Inc.
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Vienna, Virginia 22180

Child Care Bulletin

Child Care Bureau Focuses on School-Age Care

Child care for school-age children was the focus of an institute sponsored by the Administration for Children and Families' (ACF) Child Care Bureau in January 1995. Participants from more than 50 states, territories, and tribes were present at ACF's 2-day institute where discussions covered various topics such as developmentally appropriate practices, efforts in defining standards for quality, as well as statewide planning for school-age child care. Plenary and workshop sessions included how children spend their out-of-school time, school-age care collaboration models, education reform, and youth programs.

During the institute, representatives from more than 30 organizations involved with school-age activities shared informational resources. Additionally, the Mitchell Center Players of Philadelphia performed "It Takes a Whole Village to Keep a Young Heart Free," in which youths from age 7 to 17 delivered thought-provoking messages on bringing communities together for the care and protection of children.

Tracey Ballas, President of the National School-Age Child Care Alliance (NSACCA), spoke of the challenges children and youth face today in a dramatically changing social environment, quite different from the childhood memories of many institute participants. Today, many more parents with school-age children are in the work force and how children spend their time when they are not in school is a critical issue for parents.

FACT: Seventy-one percent of high income neighborhoods offer after-school activities for children 11-14. Twenty-three percent of low income neighborhoods offer the same types of activities for children (U.S. Department of Education, 1994).

As part of her keynote address, Tracey Ballas led the institute participants through a creative visioning exercise to revisit special childhood activities and apply them to today's environments for school-age child care. "The setting for school-age care is what's different, not the children. School-age care is the 'new neighborhood;' making it safe and filled with positive opportunities for children's growth are our challenges."

According to Olivia Golden, Commissioner of the Administration on Children, Youth and Families (ACYF), sponsoring the school-age institute underscores the Child Care Bureau's efforts to expand and improve the capacity to deliver high quality, accessible and affordable care for school-age children. The Bureau will continue to convene key participants in the child care community as well as to disseminate information on initiatives and promising practices in the field.

This edition of the *Bulletin* examines the area of school-age care and highlights issues such as how children spend their time when they are not in school, collaboration efforts that are changing the capacity of programs to deliver child care, and quality enhancement efforts including the development of professional standards for school-age programs.

March/April 1995 • Issue 2

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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

A National Accreditation System For School-Age Care

Susan O'Connor

Quality in school-age child care programs can vary widely. States establish minimum standards for child care programs which are intended to protect the basic health and safety of children who are served by those programs. Yet there is growing consensus that the field needs standards that go beyond basic health and safety issues.

The National School-Age Child Care Alliance (NSACCA) and the School-Age Child Care Project (SACCP) at the Wellesley College Center for Research on Women have joined in a partnership to create a National System for Improvement and Accreditation of School-Age Care programs. The system will improve the level of quality in school-age programs by developing professional standards and supporting ongoing program improvement, as well as providing recognition through accreditation for high quality programs.

Developing professional standards for high quality programs

NSACCA has developed draft standards that are intended to capture the elements of best practice to promote the positive development of children. The draft standards reflect current research as well as what many experienced practitioners believe are criteria for operating high quality programs.

The draft will be reviewed during the next year. NSACCA is particularly interested in comments on standards for proposed ratios, group sizes, staff qualifications, staff-child interactions, and indoor and outdoor environments.

The proposed national system is designed to support program improvement efforts. Based on *ASQ: Assessing School-Age Child Care Quality*, a self-study process has been developed by SACCP that focuses on a team approach to incremental and ongoing change. Programs interested in the process will be trained in the use of ASQ and will receive technical assistance from local school-age experts trained as ASQ Advisors. The system offers a developmental approach to program improvement.

How can you be involved?

Both NSACCA and SACCP encourage state administrators and child advocates to join in the effort to create a National Improvement and Accreditation System. Key stakeholders such as NSACCA coalition members, school-age care providers, school principals, and parents are invited to participate in state planning meetings. Another way to support the effort is to join with your local NSACCA Coalition to co-sponsor a focus group for review and comment on the standards. Contact the NSACCA office at (202) 737-NSAC to find a coalition near you.

Susan O'Connor, M.S.W., is Project Director for the national system of program improvement in school-age care, an activity of the School-Age Child Care Project (SACCP). To learn more, contact SACCP at (617) 283-2547 or the National School-Age Child Care Alliance (NSACCA) at (202) 737-6722.

MOST Initiative

Michelle Seligson

The DeWitt-Wallace Reader's Digest Foundation has recently launched the Making the Most of Out-of-School Time (MOST) initiative, a $6.5 million effort to develop and improve school-age care for low-income families. The project, which will be managed by the School-Age Child Care Project (SACCP), will operate in three targeted communities.

Making an investment in programs that serve children during the hours they are not in school builds young people's self-esteem and can enhance their experiences in school and as they grow into young adults. Quality programs and services during out-of-school time can be an antidote to the violence and despair in children's communities.

The three target communities will be chosen from five sites that received planning grants in 1994: Boston, Chicago, Indianapolis, Seattle and Tucson. During the planning year, agencies serving school-age children collaborated in community-wide needs assessments by bringing key partners to the planning table and developing an "action plan."

Once selected in May 1995, each of the three target communities will develop a systematic and collaborative approach to increasing the supply and improving the quality of school-age care through such activities as public awareness, parent education, assessment and improvement of program quality, expanding the delivery system to include other non-traditional institutions such as libraries and museums, and creating career paths for school-age staff.

Michelle Seligson, M. Ed., is the Executive Director of the School-Age Child Care Project (SACCP) at the Center for Research on Women at Wellesley College. For more information about the MOST Initiative, contact SACCP at (617) 283-2547.

How Children Spend Out-of-School Time

Beth M. Miller

The time children spend out-of-school is critical to their development. The hours outside of the school day comprise more than 90% of a school-age child's time in a given year, and activities during those hours can provide opportunities to learn social skills, develop new interests and competencies, and form meaningful relationships with caring adults. For many children, however, those hours are a time fraught with risks to their healthy development. What children are doing, where they are, and the quality of adult supervision they receive during out-of-school time all affect school achievement and adult success.

What Do Children Do When They're Not in School?

Television viewing is the activity on which children spend the most time. Recent estimates are that children spend an average of about three hours a day watching television or playing video games. In one report, one quarter of the sixth grade children studied watched television over five hours on weekdays and over eight hours on weekends.

Other evidence suggests that children who are heavy television viewers (watching more than three hours per day) have lower reading achievement and more behavior problems than their peers.

What children watch is probably as important as how much television they watch. Research indicates that children who watch violent programs are more likely to engage in aggressive behavior.

The second most common activity for children is playing with friends. Children who play with friends gain important opportunities to develop social skills most associated with achievement and success.

Homework is the third most common activity. It can take up approximately 30 to 45 minutes of a child's daily time.

Other common activities in a child's day include playing by oneself, doing chores, reading, and engaging in sports. Children who spend more time reading during out-of-school time tend to have higher achievement in reading and writing skills, a larger vocabulary, and better overall school performance.

Child care can be a critical issue in how children spend their out-of-school time. The National Child Care Survey (NCCS) of 1990 found that most children spend their time in a variety of settings. The NCCS found that 76% of school-age children with employed mothers spent time in two or more care arrangements each week. They may go different places on different days, or go from one setting to another in a single afternoon.

During their out-of-school time, the most common activities for children include watching television, playing with friends and doing homework.

Not all children have the same opportunities available to them during out-of-school time. Children from low income families are less likely to attend formal child care programs:

- 15% of children in families above the poverty level attend center or school-based programs, compared to 8% of children in families below the poverty level.

- The National Study of Before- and After-School Programs found that little financial support is available for low income working families with school-age children: 83% of program income is from fees paid by parents, with only 10% from government subsidies. An estimated 86% of parents pay the full fee for enrolling their children.

The NCCS revealed that 14.6% of children spend some time each week in self-care, and that this percentage increases with the child's age.

Particularly for low income children in urban neighborhoods, self-care is associated with a number of negative outcomes, including a tendency to become fearful and socially isolated, becoming at risk of decreased academic achievement, and at increased risk of truancy, substance abuse, stress, and risk-taking behaviors.

Constructive activities, good supervision, and positive relationships with adults and other children are the ingredients that contribute to positive outcomes in the use of out-of-school time. Quality school-age care is a setting that provides these ingredients and can be a vital factor in children's safety and positive development.

Beth M. Miller is Research Associate for the School-Age Child Care Project at the Center for Research on Women at Wellesley College.

School-Age and Other Initiatives . . .

Hoopa Tribe

Local public school students earn credit for volunteering at the Hoopa after-school program. High school students work at the program from 2:45-5:30 p.m. Students from the California State University, Humboldt, also work with the program, earning credit in an environmental studies course while involving school-age children in building a natural food dehydrator. These programs have brought enriching experiences both to the volunteers involved and to the Hoopa after-school program.

Recently, the Hoopa Child Care Coordinator joined the Humboldt School-Age Training Consortium, a group forming to address mutual training needs and issues facing providers in this rural county.

For more about the Hoopa program in California, contact: Tammy Andreoli, CCDBG Coordinator at (916) 625-4513. For more about the Humboldt School-Age Training Consortium, contact: Pam Posehn at (707) 445-9291.

Maryland

By using CCDBG quality funds, Maryland has established three training center programs. The cooperating agencies are: Maryland Public Television (MPT), Maryland Committee for Children, and Loyola College. Maryland Committee for Children serves as a clearinghouse for training resources and Loyola College implements an institute for Child Care Education, which offers credit courses in School-Age Child Care, coordinates workshops, and makes resources and training materials available for child care professionals.

To learn more, call: Cari Snyder, Maryland Department of Human Resources at (410) 767-7824.

Minnesota

The Department of Education, which administers CCDBG funds for school-age care, worked with the Minnesota School-Age Child Care Alliance to identify priorities for funding. Along with improving quality in school-age care, priorities included rural isolation issues, strengthening networks of training and support, and developing replicable models and materials.

Cooperating state agencies have used this input to develop a Network Mentoring Grant system, through which 12 grantees, comprised of approximately 40 partners, receive funds to improve the quality of SACC program delivery. Partners include school districts, cities, child care resource and referral agencies, as well as family child care providers, private SACC providers, and Extension 4-H.

Another CCDBG funded project is the Minnesota School-Age Child Care Training Network, a group of 40 individuals who are trained as trainers to improve the quality of school-age care in the state. The network is designing curricula that is scheduled to be used in July 1995.

For more information, call: Catherine Cuddeback, Minnesota Department of Education at (612) 296-1436 or Barbara O'Sullivan, Minnesota Department of Human Services at (612) 296-8540.

North Carolina

Support Our Students (SOS) Crime Prevention Project is a state initiative which offers after-school opportunities for children at-risk. The outcome-based initiative serves approximately 4,800 middle school students and utilizes more than 1,000 volunteers, including public officials who help directly in programs as well as promote the programs' visibility. By blending resources from public schools, public agencies, and neighborhood-based nonprofits, SOS sponsors many grants while encouraging communities to assume ownership of their individual local projects. The SOS project director believes that this state initiative may be one of the first of its kind and size aimed at preventing juvenile crime by rallying communities around their youth, giving them constructive alternatives to stay active, out of trouble, and on the path to success.

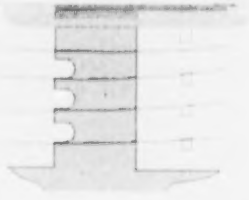
To learn more, contact: Joseph Canty, SOS Program at (919) 662-3594.

Oklahoma

The Tulsa Children's Coalition is a collaboration of six major community institutions designed to make quality care available for school-age children and youth who are economically disadvantaged.

A pilot project allows parents to apply for child care assistance at school-age child care (SACC) sites. This eliminates the transportation difficulties parents may have in getting from work to the local Department of Human Services (DHS) office. Now they only need to go directly to the SACC sites, which often are located at schools close to where the parents live. Due to the success of the project, DHS hopes to expand statewide by the end of the year.

For more information, call: Sherrill Pallotta, Oklahoma Department of Human Services at (405) 521-3561.



Initiatives, continued...

Oregon

A ten-year plan to create Oregon's Comprehensive Career Development System is well under way. The phrase "childhood care and education" was purposefully chosen to reflect that the system will incorporate the career development needs of school-age care professionals. The system includes a "lattice" of professional levels.

Also, Oregon was awarded a *Forging the Link* grant from the Child Care Action Campaign and the Council of Chief State School Officers to address standardization of regulations across care settings and funding streams.

For more information, call: Colleen Dyrud, SACCProject, Department of Education at (503) 378-5585 ext. 661.

NSACCA: The National School-Age Child Care Alliance (NSACCA) supports professionals who provide programs for school-age youth. NSACCA provides training and technical assistance, promotes standards for the school-age child care profession, and advocates on behalf of those professionals and children they serve. NSACCA is committed to the development and support of regional, state, and local school-age child care coalitions.

The 1995 NSACCA national conference, entitled "Connecting Communities: The Challenge of Collaboration," is April 20-22, 1995 at the Hyatt Embarcadero in San Francisco, CA.

For more information on NSACCA, call (202) 737-6722.

Advancing School-Age Care in Georgia: Working All the Angles

Susan Maxwell and Anne Bramlette

It is rare in Georgia these days to hear state level discussions about child care that do not include issues related to school-age care. This is due, in part, to Child Care and Development Block Grant (CCDBG) funds being targeted for school-age programs, as well as the active participation of the National School-Age Child Care Alliance (NSACCA) affiliate in state level policy and planning activities along with creative partnering.

The Georgia Child Care Council, administrator of the 25% Block Grant funds, has allocated approximately $6.9 million to state and local school-age programs over the past three years. Projects range from creative after-school and summer programs to a Professional Development Planning Grant, which includes the development of competencies for school-age care practitioners.

CCDBG funds are supporting the development of licensing standards for school-age programs and technical assistance efforts for local school-age programs. They are also supporting the administration of two mini-grant projects. One of these projects is through a partnership between the Georgia School-Age Care Association and Parent to Parent, a statewide information and referral agency which serves parents of children with disabilities. Grants are distributed to school-age programs to increase their capability to serve children with disabilities. The second mini-grant project targets any school-age program needing assistance to purchase equipment, supplies, or training.

Also, the Georgia Legislature has given the Georgia School-Age Care Association $125,000 to design and pilot a model after-school and summer program for middle school youth known as "The 3:00 Project." The curriculum includes tutoring and enrichment, socialization and recreation, along with communication and conflict resolution. In addition, AmeriCorps funding provides for 38 service participants to work in the program at three pilot sites.

Collaborating partners in Georgia school-age child care:

AmeriCorps
Georgia Child Care Council
Georgia Legislature
Georgia School-Age Care Association
Georgians for Children
Parent to Parent

Susan Maxwell is the Executive Director of the Georgia Child Care Council at (404) 352-6020. Anne Bramlette is the Executive Director of the Georgia School-Age Care Association.

***CALL FOR PAPERS:** Head Start's 3rd National Research Conference will be held in June 1996. Interested parties are to submit papers by June 30, 1995. Contact Lynne Erler, Dakota Technologies Corporation, Fair Oaks Commerce Center, 11320 Random Hills Rd., Suite 105, Fairfax, VA 22030, or call either (703) 218-2481 or (212) 304-5251.*

AT&T Offering Grants

AT&T, the long distance carrier, offers grants to start, expand, or improve child care services in communities with AT&T employees. The Family Care Development Fund (FCDF) has awarded $5,000-$40,000 grants to improve preschool and school-age services. Also, mini-grants are available for equipment and training. Call 1-800-767-9863 for more information.

AmeriCorps and School-Age Child Care

Corporation for National Service

The first 20,000 members of the AmeriCorps program, President Clinton's new national service initiative, are working to help meet our country's most pressing education, public safety, human, and environmental needs. AmeriCorps encourages Americans of all ages to take responsibility for their communities through direct, grassroots service.

National service is a valuable resource in making quality child care accessible to more school-age children. It can help improve the facilities where children receive care, improve staff-to-child ratios, and produce a new generation of trained, committed child care professionals.

The Corporation for National Service administers AmeriCorps and funds programs that work to provide a wide array of child care services in hundreds of communities. Activities range from direct services for children and families to consultation with programs on expanding capacity as well as increasing public awareness. In exchange for service, AmeriCorps members receive a stipend along with many educational opportunities.

There are several ways for child care organizations to get involved with AmeriCorps:

- Join the AmeriCorps National Service Network. Child care organizations can apply to operate AmeriCorps programs. (Applications are due in the Spring).

- Bring AmeriCorps to your child care organization. To find out about AmeriCorps programs near you, contact the state commission on national service.

- Team up with other existing or evolving AmeriCorps programs. Share your ideas and expertise.

For more about AmeriCorps school-age child care programs, contact the Corporation for National Service at (202) 606-5000 ext. 484 or 341.

ChildCorps: Strengthening Resource and Referral

In Illinois, Rend Lake College's Project CHILD coordinates ChildCorps, which supports the efforts of 24 AmeriCorps members who work with parents and providers at child care resource and referral (CCR&R) agencies throughout Illinois. Through collaborative efforts with 16 CCR&Rs, AmeriCorps members provide hands-on direct service to children and parents, and recruit, train, and assist new child care providers.

Other AmeriCorps members are working with two programs of the Department of Public Aid, The Young Parent Initiative, and subsidies for Transitional Child Care and IV-A Child Care.

For more information about ChildCorps, call Valerie Dawkins at (618) 437-5400.

NACCRRA / NSACCA: Action for Children Today (ACT)

One of the greatest needs of parents of school-age children is locating quality care. The search for school-age care is an integral thread in the fabric of family life. A California parent interviewed a New Jersey school-age program director by a long distance telephone call before deciding to move to the area. Such incidents are common, says Laura Nakatani, NACCRRA's ACT Project Co-Director. NACCRRA and the National School-Age Child Care Alliance (NSACCA) jointly sponsor the ACT program, which has 37 AmeriCorps members serving in California, New Jersey, and Texas. Through ACT, AmeriCorps members are increasing many communities' capacity for providing high quality school-age care. Some members develop new after-school programs or help to increase enrollment in existing programs. Others provide on-site consultation to prospective home child care providers, demonstrate developmentally appropriate activities for school-age children, or help to provide training and licensing opportunities for child care staff.

AmeriCorps programs are operating in communities nationwide. Overall, AmeriCorps members are helping to create 1,395 child care slots for school-age children. They are also improving quality by training 1,215 staff and consulting with 225 child care centers on program improvement.

For more information about ACT, contact Laura Nakatani at (202) 393-5501 or Ray Mueller at (202) 737-6722.

Child Care: A Natural Place for Family Support

Child care is a natural environment through which to support families. More than half of the children in the U.S. and most children under age five spend part of their day in child care. Child care providers are an ideal network through which supportive services can be delivered to families because of the frequency with which families come into contact with their child care providers and the personal, trusting relationships that are established in child care.

States and some tribes are planning now for five years of services under the Family Preservation and Support Act (FP/S), using a joint planning process along with ACF's Regional Offices. Plans are due to ACF in June 1995. The planning process is to include local and State voices from many family service disciplines, and child care representatives from your area should be at the FP/S planning table.

Because family support, along with parent education, family-centered casework, and many other services can be carried out in child care settings, it is important that people planning for family support service delivery are aware of the existing resource of child care providers. Linkages with social service providers and other family support programs can enhance the child care environment for all children and families.

Many child care programs incorporate elements of family support already.

Child care programs are places where:

- ✓ Parents connect with others to provide mutual social and emotional support;
- ✓ Parents are provided support to identify and address issues in their own lives;
- ✓ Parents learn about developmental stages of children's growth;
- ✓ Parents have input into the decision-making process;
- ✓ Parents gain access to information about many available community resources.

Child care programs are also places where staff:

- ✓ Learn about children's needs from parents;
- ✓ Identify family strengths;
- ✓ Identify and respond early to developmental delays and signs of abuse and neglect;
- ✓ Tailor activities to children's individual needs;
- ✓ Work to support mothers and fathers in their parenting.

≈≈≈ What You Can Do ≈≈≈

★ Work with the people in your State and community who are developing your State's Family Preservation and Support plan to bring child care representatives into the FP/S planning process.*

★ Identify existing resources, networks, and services in the child care field which can promote the provision of family support services for local and State FP/S planners.

★ Identify providers whose programs include elements of family support and bring them to the attention of your State's FP/S planner as service delivery models.

★ Carry the message that child care is a natural environment for family support services.

**For information on who is heading FP/S planning in your State, call Colleen Laing of the ACF Child Care Bureau at (202) 690-6756.*

The Child Care Bureau will convene two National Leadership Forums in Washington, D.C. to bring together leaders in the field to contribute successful strategies on critical issues:

Including Children with Disabilities in Child Care - June 27, 1995

Family Support and Parent Involvement in the Child Care Setting - January 1996 (date to be determined)

(Call Anne Goldstein at 1-800-616-2242 to share promising practices to highlight at the Forums.)

Child Care Bureau Established

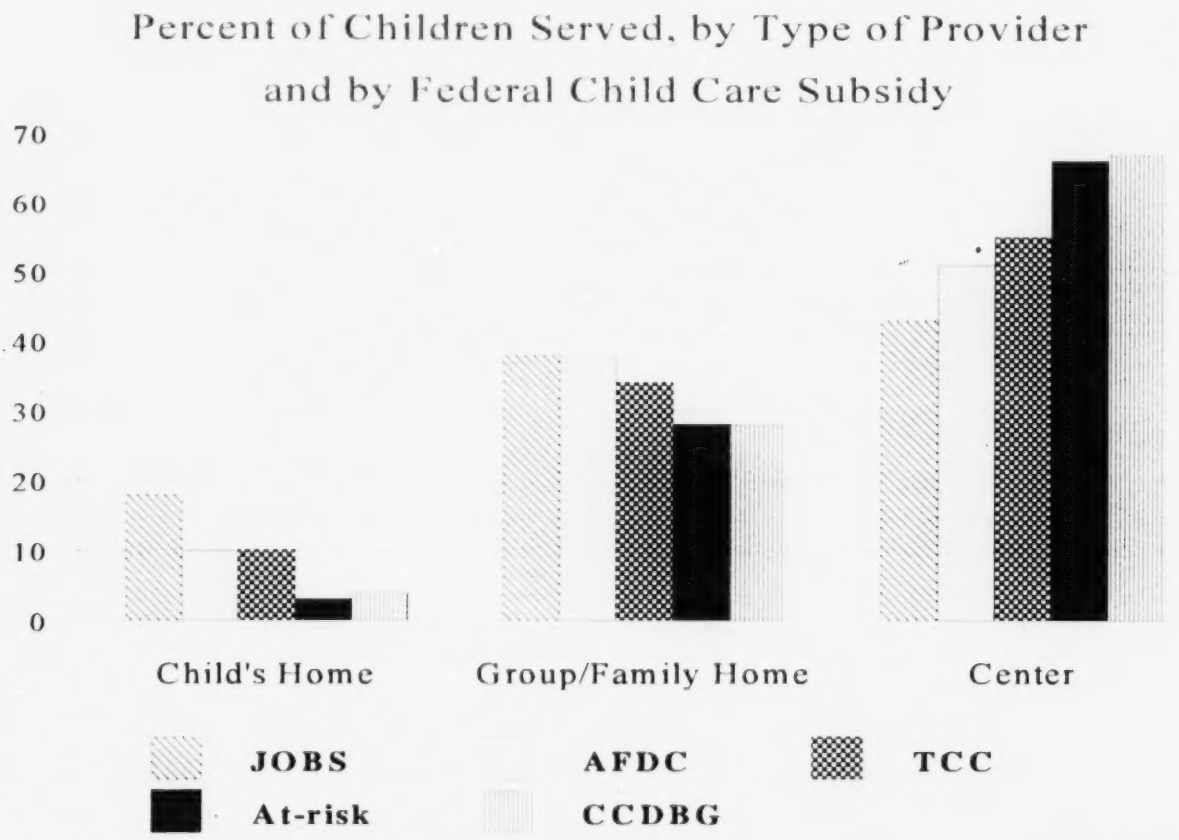
In January 1995, the Department of Health and Human Services streamlined and consolidated child care operations by establishing the Child Care Bureau within the Administration for Children and Families. The Child Care Bureau brings together Federal programs in order to ensure the greatest possible responsiveness to States, Territories, Tribes, communities, and families. The Bureau will work in partnership with grantees and the broader child care community to enhance the quality of child care choices available to parents; to encourage child care that supports parents' economic independence as well as children's healthy development; and also to expand the supply of affordable child care for working families, and those seeking a foothold in the labor force.

The Bureau will serve as a focal point for child care policy within the Federal government. It will plan, manage, and coordinate child care assistance for children and families and provide information, training, and technical assistance to promote a wide range of quality child care options and effective linkages with other child, family, and health-related services.

The Child Care Bureau administers a variety of programs to assist low-income families in obtaining child care services. These services focus on assisting individuals in low-income families who are either employed, are in training for employment, or who need child care to achieve or sustain self-sufficiency. Together, in FY '93, these programs provided more than $1.7 billion to meet the child care needs of families. Child care assistance programs include the Child Care and Development Block Grant (CCDBG) and programs under Title IV-A: child care for AFDC recipients (including JOBS participants), transitional child care (TCC), and at-risk child care.

In fiscal year 1993, these programs collectively served more than one million children of various ages. The data indicates that one-third of the children served are school-age.

The majority of the children served in these programs are from working poor families. Through ACF child care, parents can choose the child care setting best suited to their families' needs. The chart shows that for each of the five programs, most families decided to choose center-based care.



Enhancing Resources: Public Parks and Recreation

Cynthia J. Hansel

There are more than 108,000 park and recreation sites in the United States which are used by more than 192 million people each year. The majority of these facilities offer a diverse array of programming, including after-school and full-time child care, often in conjunction with local school districts as well as private providers.

How can school-age care providers benefit from these resources? Invite a local recreation professional to present an activity to children in your program. Explore collaborative ventures such as field trips and nature tours. Recreation professionals can also provide training directly to providers on recreation and safety components of child care.

Consider, for example, the following two communities:

In Tucson, Arizona, the public parks and recreation department's KIDCO program serves an average of 6,500 children, ages 5-12, including providing breakfast and lunch. The program has expanded in the past two years from 21 to 41 summer sites and 28 after-school sites.

In the state of Maryland, the Howard County Department of Recreation and Parks serves more than 1,300 children and youth each day at 20 sites throughout the county. Participants in full day programs range from kindergarten and school-age to developmentally disabled adults up to age 21.

Parks and recreation and other child care providers share a common concern and professional mandate for the well-being of children, and both can benefit from sharing information and expertise.

Cynthia Hansel is a legislative assistant in the Division of Public Policy for the National Recreation and Parks Association, the national professional organization for over 23,000 public parks and recreation professionals, citizens, students and others whose principal concern is the provision of high quality, accessible recreation opportunities for all persons. To find out more about activities of the National Recreation and Park Association, call (703) 820-4940.

Partners in Care

Organizations such as the YMCA, Camp Fire, and Boys and Girls Clubs are ready partners in enhancing the delivery of school-age care.

Every year, YMCA provides safe, affordable care for 250,000 school-age children in more than 7,000 sites across the country. Of the various services the YMCA offers, teen programs have been the fastest growing category in the past three years.

Camp Fire councils operate school-age care in partnership with communities, schools, recreation departments and religious organizations.

Boys and Girls Clubs of America support 1,566 facilities and 664 local organizations providing achievement and growth opportunities for more than 2 million young people.

To learn more about collaborative opportunities, contact the following organizations.

- ***YMCA of the USA: John Brooks at (202) 835-9043;***
- ***Camp Fire: Suzanne Noonan at (202) 364-3240;***
- ***Boys and Girls Clubs of America at (404) 815-5700.***

Spotlight on...

*The **Yakama Indian Nation** received an award for outstanding service in a Washington State awards event honoring businesses that have gone to extraordinary lengths to promote child care and other family friendly policies for their employees. Under the leadership of Shirley Fiander, Child Care Coordinator, the Yakama Nation operates child care and Head Start programs in three geographic areas for tribal members.*

Child Care Advantages, a joint venture between the Washington State Department of Social and Health Services and the Department of Trade and Economic Development, sponsors the annual award event.

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With each issue, the Child Care Bulletin will highlight resources available to the child care community. We encourage providers, parents, administrators, and other readers to share your knowledge of what is available so that we can pass it on to the field.

Child Care Study Available

A recent study, *Cost, Quality, and Child Outcomes in Child Care Centers* was conducted by researchers from the University of Colorado at Denver; University of California, Los Angeles; University of North Carolina; and Yale University. The report recommends four action steps:

1) Launch consumer education efforts to help parents identify high-quality programs and become informed about the liability of poor-quality programs;
2) Implement higher standards for child care at the state level;
3) Increase investments in child care staff to assure a skilled and stable work force;
4) Assure adequate financing of child care.

Copies of the report are available in three forms: *Executive Summary* - $8.00; *Public Report* - $15.00; and *Technical Report* - $40.00

Send a check payable to:

"Cost & Quality Study"
Economics Department
Campus Box 159
P.O. Box 173364
University of Colorado at Denver
Denver, CO 80217-3364
(303) 556-4934

Publications

➢*National Study of Before- and After-School Programs*
Developed by RMC Research Corporation, Wellesley College School-Age Child Care Project and Mathematica Policy Research for the Department of Education

This report gives a nationwide picture of the prevalence, structure, and features of formal school- and center-based programs providing before- and after-school care. (Free publication. Contact Barbara Murphy, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3127, Washington, DC 20202 (202) 401-1958.)

➢*Standards for Quality School-Age Child Care*
National Association of Elementary School Principals

Developed to help school principals explore what types of programs best meet the needs of children, parents, and communities, including best practices. (Available for $19.95 through the National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3843 (703) 684-3345.)

1995 Childhood Immunization Schedule

The *Immunization Action News* (Vol.2, No. 1, 1995) has published a new, uniform recommended childhood immunization schedule which incorporates the recommendations of both the Public Health Service and the American Academy of Pediatrics. For a copy, fax a request, including your name and address, to National Immunization Publications, FAX: (404) 639-8614.

Publications, continued...

➢*ASQ: Assessing School-Age Child Care Quality*
Susan O'Connor

A self-guided resource that outlines the elements of quality, provides instruments to assess quality, and offers a process to improve programs. ($52 including handling costs; see ordering address below.)

➢*School-Age Child Care: An Action Manual for the 90's and Beyond (2nd edition)*
Michelle Seligson and Michael Allenson

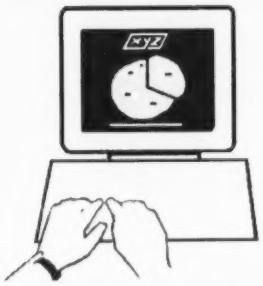
Newly revised second edition of a pioneering work, this manual provides guidance for the entire process of establishing school-age child care programs. ($21.95 including handling.)

(The above publications are available from SACCP Publications, Wellesley College Center for Research on Women, Wellesley, MA 02181 or call (617) 283-2547.)

➢*School-Age NOTES*
Richard Scofield

A national resource organization on school-age care and bi-monthly publication that is devoted to issues in serving school-age children. (For subscription information, contact School-Age NOTES, P.O. Box 40205, Nashville, TN 37204 (615) 242-8464.)

New Health and Human Services Poverty Guidelines effective February 9, 1995 were published in the Federal Register, Vol. 60, No. 27, pp. 7772-7774.



Resources Available via Internet

Do you have a vision that ALL children and youth will have access to safe, caring, and enriching child care environments? Join with others in discovering wonderful opportunities to share ideas, seek assistance, and locate resources by accessing via internet the National Network for Child Care (NNCC) sponsored by the Cooperative Extension System, USDA. The NNCC includes regional and national internet public discussion groups to facilitate communication and support for child care issues. For information about the NNCC, send an e-mail message to the Network moderator at: **nnccinfo@mes.umn.edu**. The National Network for Child Care is one component of the Cooperative Extension System's Children, Youth and Family Network, along with National Networks for Collaboration, Family Resiliency, Science and Technology and CYFERNet - an electronic internet-based children, youth and family information system. CYFERNet is available online at gopher: **cyfer.esusda.gov**

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Partnerships Against Violence is a coalition including the Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, and Labor. Information about promising programs for violence prevention, enforcement and rehabilitation, funding sources, referrals, and technical assistance are available through PAVNET Online by gopher: **pavnet.esusda.gov** or contact John Gladstone, PAVNET Coordinator at (301) 504-5462 or [jgladsto@nalusda.gov]

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Internet discussions relevant to school-age care (SAC) are going on now through a partnership between the School-Age Child Care Project (SACCP) at the Center for Research on Women at Wellesley College and the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). SAC is online at gopher: **sac@ux1.cso.uiuc.edu**, or to subscribe to the SAC discussion list, send an electronic mail message to majordomo@ux1.cso.uiuc.edu. Leave the subject line blank. Just type: subscribe SAC <Your E-mail Address>

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Please circulate or photocopy for maximum distribution.

Next Issue: Staffing and Accreditation

Please send articles or ideas for the next issue or future issues to the Editor, Child Care Bulletin.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, Virginia 22180

Child Care Bulletin

Child Care Bureau | May/June 1995 • Issue 3

Child Care Training Opportunities Expanded

As increasing numbers of children spend more of their time in child care settings, the need for a highly trained child care work force escalates. Using Child Care and Development Block Grant (CCDBG) set-aside funds for quality, many states have implemented staff training initiatives.

The Center for Career Development in Early Care and Education (The Center) at Wheelock College, strives to improve the quality of care and education for young children through support for states and localities to bring about systemic change in training systems for practitioners.

A recent review of information conducted by The Center indicates that states have used CCDBG funds for training, including programs that link training with compensation, and career development planning efforts. Other uses of CCDBG funds include the development of resources, such as information centers, clearinghouses, and mobile resource vans. Some states use CCDBG funds to expand training opportunities through grants, scholarships, and tuition assistance. Other states have funded practitioner training registries, and data collection and research efforts, such as training needs assessments as well as surveys on benefits and compensation.

Some states are developing training approval systems that require funded training to meet specific standards or criteria. Most often, the training funded is geared to meet requirements set in state regulations, recruit new practitioners, help practitioners meet licensing standards, or meet accreditation standards.

A study conducted by The Center has found gaps remaining in key training areas, specifically, needs for training that:

- emphasize working with the full range of children including (infants and toddlers, school-age children, and children with special needs);
- cover the full range of roles (family child care, administration);
- carry college credit;
- reach rural and remote practitioners; and,
- link to increased compensation.

Examples of state training efforts taken from The Center's January 1995 report are included in this issue of the *Bulletin*, along with The Center's recommendations, and information on obtaining the full report. *The Child Care and Development Block Grant and Training and Career Development A Report on the 50 States and the District of Columbia.*

Also in this edition of the *Bulletin* is a look at accreditation systems for both center and family child care settings, along with credentialing programs for child care providers. Other issues in staff training that are highlighted include distance learning and related technologies for providers located in rural or remote areas. Comprehensive career development programs and initiatives that support staff in their educational and professional development pursuits are mentioned throughout this issue of the *Bulletin*. Additionally, several organizational resources for child care staff training are listed along with new research on various topics from the Families and Work Institute.

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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

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Staffing and Accreditation

Training and Career Development Initiatives

Bettina McGimsey

The following are selected examples of state training efforts using CCDBG funding. Multiple sources were used to gather this information, all of which are referenced in the full report released in January 1995. The report, The Child Care and Development Block Grant and Training and Career Development: A Report on the 50 States and the District of Columbia, *is available through The Center for Career Development in Early Care and Education at Wheelock College by calling (617) 734-5200, x 211.*

California

A number of innovative training initiatives in the state utilize CCDBG funds. One training project is the Early Childhood Mentor Teacher Program, which is designed to recruit future teachers, retain experienced teachers in the field, and improve the accessibility of the community college training system. The program places students with experienced teachers for training.

Other projects include various training of trainers programs. One such program is through the Far West Laboratory Infant/Toddler Institute, which supplies 240 scholarships annually to train trainers. Another training program is based in the County of Los Angeles and focuses on training of trainers in crisis intervention methods.

Connecticut

The state is working toward a coordinated, comprehensive training system for early care and education. Statewide training is provided through the Child Care Training Support Fund, a training project for low-income, entry-level individuals. In just over two years, it has awarded more than 500 scholarships and has produced 46 new Child Development Associate (CDA) practitioners.

District of Columbia

The CCDBG has provided funding for management training at the University of the District of Columbia on administration of early care and education programs. Partial scholarships were supplied for the three credit course.

Also, the District of Columbia has used CCDBG funding to augment monies provided by CDA scholarship funds to provide CDA training and credentialing.

Indiana

"Step Ahead: The Child Care Collection," is an educational television series produced by Indiana's public broadcasting stations. The series is used for training providers. Three videos, on the topics of creative outdoor environments, school-age care, and quality family child care, are used in conjunction with the series. The program has direct links with training institutions, which enables viewers to obtain credit, and also facilitates feedback to instructors.

Maine

An interdisciplinary approach to training early care and education practitioners is now being implemented through a collaboration of social service professionals. This cross-disciplinary training incorporates the fields of domestic violence, child abuse and neglect, along with substance abuse issues. The training aims to enhance participants' understanding of how these issues affect children and families, while it promotes linkages at both the state and community levels.

Montana

The Montana Early Childhood Project sponsors "Raising America's Children," a 10-part television training series. Practitioners enroll at one of four levels. Those enrolled in the fourth level receive credit toward Western Montana College's CDA program and/or an Associate of Arts degree.

Also, CCDBG funding is used for Child Care Provider Merit Pay Awards of $250 for practitioners who attend 60 hours or more of pre-approved training in a 12-month period.

Recommendations in the Report

To fully utilize CCDBG funding for training and career development, The Center for Career Development in Early Care and Education recommends that states:

- Provide training for the full range of roles, skill levels, specializations, and settings;
- Provide financial assistance to practitioners participating in training;
- Link training to compensation;
- Encourage training across programs, for example, jointly training practitioners from child care, Head Start, and public schools;
- Fund public awareness campaigns regarding the link between training and quality;
- Leverage other funding with the CCDBG.

Nebraska

The Nebraska Child Care and Early Childhood Education Training Grant Fund supports initiatives that bring staff together from various programs and across ages served (infant through school-age). Funds are made available to colleges, county extension services, various professional organizations, educational service units, school districts, and other nonprofit community agencies to support training projects that operate in collaboration with existing services.

Another of Nebraska's statewide training projects is the Early Childhood Training Center. It provides information, on-site training, and consultation to practitioners in all early care and education settings. The Training Center is funded by federal and state grants, including CCDBG, Early Childhood Special Education, Even Start, and Head Start State Collaboration funds.

Oregon

Oregon Child Care Basics is free training offered statewide, designed for all teachers and caregivers. It provides the first steps toward a comprehensive career development system. The program transfers appropriate non-credit training and experience into equivalent college credit. Oregon is developing agreements with Portland State University, as well as three community colleges, and several public high schools.

Utah

The Utah Training and Career Development Plan aims to increase entry into the child care profession, and to increase retention through training opportunities and credentialing. The plan will also provide information to practioners about successful programs.

A Utah state training project will recruit family child care providers and track them through the career development system. The project includes orientation training, family child care courses, a business course, CDA training, and a course for training CDA advisors. Plans include offering most of the courses for credit, offering them in languages other than English, expanding the training to a broader range of practitioners, and replicating it throughout the state. In the training program, stipends are provided for practitioners who open their family child care homes for observation by participants in the orientation course.

Utah also plans to develop a Training Approval System, a Personnel Registry, and a state scholarship program with the goal of linking training, experience, and compensation.

West Virginia

Combining classroom instruction with on-the-job training, the state's Child Care Apprenticeship Training Program pairs apprentices with experienced child development professionals and offers credit courses through vocational/technical schools and trade/occupational organizations. The program works with directors who choose to involve their staff in training and to commit to wage increases for those who complete the program. Credits earned can count toward an Associate of Applied Science degree at various community colleges and also a four-year Regents degree, a non-traditional degree that allows credit for experience and relevant training.

Wisconsin

The state offers funding in the form of "Quality Grants" that programs can use for accreditation, staff training, compensation, and reducing turnover. Additionally, funds are put into training and technical assistance aimed at assisting programs to meet accreditation standards and to become more inclusive.

One particularly innovative training project is the Milwaukee Mentor Teacher Project. The project utilizes CCDBG funds to train mentors. Developed through a collaboration among Wheelock College, the Milwaukee Area Technical College, several child care programs, and a local resource and referral agency, mentor courses are offered for credit from the technical college and graduate credit from Wheelock College. Both mentors and teachers receive wage increases; mentors also receive a stipend and a materials grant.

Wisconsin has also funded The Registry, a child care credentialing and professional recognition system for all practitioners in the field.

Bettina McGimsey is a Project Manager for Research at The Center for Career Development in Early Care and Education at Wheelock College.

Apprenticeship Training Program

The U.S. Department of Labor's Bureau of Apprenticeship and Training supports registered apprenticeship programs in over 800 occupations, including Child Development Specialist. West Virginia is one of the states implementing this model, which combines on-the-job observation and practice with a curriculum that incorporates the 13 functional areas of the Child Development Associate (CDA) model.

For more information about the West Virginia Apprenticeship Training Program, contact Dana Daugherty at (304) 347-5141.

Distance Learning Spans Miles

Laura Colker

Each of these child care providers faces obstacles in obtaining training and improving their skills:

- *Leonard, a teacher at a Tohono O'Odham child care center, is working on his Child Development Associate (CDA) credential. He drives two hours each way to a Tucson community college to get needed course work.*
- *Nadine, director of a child care program in Bishop, California, has to bring trainers on-site for staff development. Besides being expensive, the quality of the training is highly variable.*
- *Catherine, a CDA trainer located in Fairbanks, Alaska, works with candidates scattered throughout remote villages. More often than not, she has to depend on phone and fax to communicate, since travel plans are frequently subject to ice, winds, and erupting volcanoes.*

What do all of these people have in common besides strong motivation to either obtain or provide advanced training? They are all ideal candidates for distance learning. Distance learning makes use of state-of-the-art technologies to bring instruction directly to the student. For those in remote areas, this reduces the need to drive long distances to get to a community college or training site. Staff can get needed training even when roads and airports are closed.

Typically, distance learning uses teleconferencing delivered by satellite. Any site with a satellite dish can receive the broadcast, whether its location is at an Indian reservation in the Southwest, a migrant camp site in rural Florida, or an Eskimo village in Alaska. In most cases, telephone audiobridge and fax technologies are used to make the programming truly interactive. This means that those being trained on-site don't just receive information, they take an active role in the learning process. Questions can be asked of experts as they occur. Ideas can be faxed to instructors for on-the-air feedback. Moreover, viewers at all sites can be linked together. Technology creates a community of learners despite the physical distances separating them.

Distance learning has other benefits. Broadcasting the same information to many sites provides consistency in training. Another advantage is the multiple modes of presentation used. Many staff in early childhood education have concrete, experiential learning styles. The interactive capabilities of distance learning caters to these styles.

This relatively new delivery system for training has already proven to be viable. An ongoing four-year evaluation project of the Head Start-funded Early Childhood Professional Development Network (ECPDN) has yielded extremely favorable results. Although many participants indicated that the technology was initially intimidating, they adjusted to it rapidly. Now, the majority of the 1,200 study participants feel that the technology is personal and interactive, aids in their understanding, and causes few frustrations. Ninety-four percent of participants affirm their willingness to take another distance learning training program.

Meeting needs of staff and trainers in remote areas, distance learning bridges more than physical space.

Laura J. Colker, Ed.D., serves as the early childhood specialist on the evaluation of the Early Childhood Professional Development Network distance learning project being conducted by Macro International. To learn more, contact Dr. Colker at (202) 223-5315.

Iowa Broadcasts Training

Using state funds and Federal Title IV-A funds, the Iowa State University Cooperative Extension Service broadcasts training via satellite to family child care providers. Registration of family child care homes is voluntary in Iowa, making it difficult to identify providers who may need training. The Cooperative Extension Service has maintained a network of registered and unregistered providers for years, and they have access to providers in rural communities.

For each broadcast, a one hour video is screened, followed by a live panel discussion. A toll-free phone number connects the county offices and the broadcast studio, allowing providers to call in questions for the experts. Later, the Extension office follows up with participants.

Each program's content is different. The first two broadcasts were *Family Day Care: Making Everyday Special* and *Best Beginning for Babies*. The 1992 broadcast was shown across the country. Currently, 35 states belong to the satellite system, and either show the broadcast live or record it for future viewing. In addition, the Cooperative Extension Service plans to duplicate and distribute videotapes of the broadcasts to libraries, child care resource and referral agencies, as well as child care food programs.

ACF Conferences

Announcing two 1995 conferences sponsored by the Child Care Bureau, Administration on Children, Youth and Families:

Second Annual National Tribal Child Care Conference
A conference focusing on leadership for tribal administrators
July 31-August 3, 1995
Seattle, Washington

"Child Care for the 21st Century"
A planning conference for state administrators
September 27-28, 1995
Washington, DC

T. E. A. C. H. Project Retains Providers

Susan D. Russell

Child care organizations today face the difficult challenge of retaining experienced, high quality staff.

North Carolina's Teacher Education And Compensation Helps (T.E.A.C.H.) Early Childhood™ Project, a program of Day Care Services Association, serves as an umbrella for a variety of educational scholarship opportunities for people working in child care centers and homes. Participants receive scholarships to earn a North Carolina Child Care Credential, Child Development Associate (CDA) credential, Early Childhood Associate or Bachelor's Degrees, or to become an Early Childhood Model/Mentor Teacher.

The T.E.A.C.H. Project has now provided scholarships to over 2,400 child care professionals working in centers and homes in 95 of the state's 100 counties. Participants have lower turnover rates than similar teachers who are not in the program, and are earning more money as they receive more education.

One critical component of the T.E.A.C.H. Early Childhood™ Project scholarship program is the paid release time awarded to teachers and family child care providers while they are in school. To address this need, T.E.A.C.H. Early Childhood™ Corps, an AmeriCorps program, provides trained substitutes on an ongoing basis to support teachers in their educational pursuits.

AmeriCorps is a new national initiative in community service. AmeriCorps members spend up to 1,700 hours per year in service programs in exchange for a living stipend and educational opportunities (see "AmeriCorps and School-Age Care," in the *Child Care Bulletin*, March/April 1995).

In North Carolina, T.E.A.C.H. Corps is made up of 22 members placed in non-profit child care centers, Head Start programs, and child care resource and referral agencies across the state. The members serve teachers and family child care providers who are working to increase their level of education through the T.E.A.C.H. Early Childhood™ Project scholarship program. Members provide up to six hours of release time per teacher per week, making it possible for the teachers to earn a degree in early childhood education while keeping their full-time position. At the same time, the members themselves are taking courses also funded through a T.E.A.C.H. Early Childhood™ scholarship throughout their term of service.

Day Care Services Association has agreed to work closely with the Georgia Association on Young Children to license the T.E.A.C.H. Early Childhood™ Project in Georgia. The Georgia project will develop similar scholarship programs that have all of the mandated T.E.A.C.H. Early Childhood™ requirements, scholarship education, compensation, and commitment.

With funds from AT&T, the long distance carrier, Day Care Services Association has also partnered with Work/Family Directions to bring the T.E.A.C.H. Early Childhood™ scholarship program to child care providers in Florida and Illinois as well as Georgia.

Susan D. Russell is the Executive Director of Day Care Services Association, which administers the T.E.A.C.H. Early Childhood™ Project in North Carolina. To learn more, contact Sue Russell or Margaret Mobley at (919) 967-3272.

To learn more about the T.E.A.C.H. Early Childhood™ Project in Georgia, contact Tracy Bankhead at (404) 681-2319.

Making It Happen . . .

Minnesota Develops Plan for Professional Development

Minnesota has developed a strategic plan for a comprehensive, accessible, and inclusive, early childhood professional development system. The system will facilitate career development for personnel in early childhood education and care programs serving children ages 0-8 and their families.

The Minnesota Early Childhood Coordinated Professional Development System includes a description of the differentiated competencies required of practitioners, and will develop and implement a computerized registry of practitioner class hours.

The system will improve the quality of programs for young children by ensuring a pool of practitioners who are consistently well prepared to meet the developmental and learning needs of the children they serve.

For more information, contact: Anita Segador Beaton, Ph.D., Director, Minnesota Institute for Early Childhood Professional Development, 1821 University Avenue #298, St. Paul, MN 55102, (612) 649-1538.

Accreditation Provides Benchmarks for Quality

The National Academy of Early Childhood Programs (The Academy), is a professionally sponsored, national, voluntary accreditation system for early childhood centers, schools, and school-age child care programs. The Academy is administered by the National Association for the Education of Young Children (NAEYC). Since 1985, the Academy has aimed to improve and recognize the quality of care and education provided for young children in early childhood programs. More than 3,800 programs in 50 states have achieved accreditation thus far.

The Academy's Criteria for High Quality Early Childhood Programs are the basis for the accreditation system. The Criteria address all components of a high quality early childhood program.

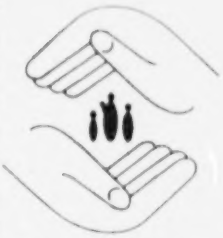
The accreditation process involves three steps:

1) The program personnel conduct an in depth self-study to determine how well the program meets the Academy's Criteria, make any needed improvements, and then report compliance with the Criteria to the Academy on the Program Description forms. The self-study is a comprehensive and internal evaluation of all aspects of the early childhood program. The self-study consists of classroom observations, an administrator's report, along with staff and parent questionnaires. The Program Description is then sent to the Academy.
2) Qualified early childhood specialists make an on-site validation visit. The purpose of the validation visit is to verify that the Program Description provides an accurate overview of the program's daily operations.
3) A Commission convenes to consider the validated Program Description, and determine if the overall quality of the program merits accreditation.

Academy staff are available throughout the accreditation process for consultation.

For more information, contact the National Academy of Early Childhood Programs at: (202) 328-2601, or write to: 1509 16th St., NW, Washington, DC 20036-1426, or call the National Association for the Education of Young Children (NAEYC) at 1-800-424-2460.

"The quality of an early childhood program can be determined by the degree to which it meets the standards of the profession,"* (The What, Why, and How of High-Quality Early Childhood Education). *Accredited programs demonstrate a commitment to providing high quality care for children and service to their families.



The National Association for Family Child Care (NAFCC) Accreditation offers professional recognition to family child care providers who not only meet the child care standards defined by state licensing and registration agencies, but also have demonstrated a commitment to reach beyond the minimum requirements to achieve standards of excellence. NAFCC is a professional organization representing family and group home child care providers that recognizes and encourages high quality care for children in family child care settings. Since it began in 1981, NAFCC has accredited more than 1,400 family child care providers in 41 states and the District of Columbia.

Accreditation criteria focus on assessing seven dimensions of child care: safety, health, nutrition, interacting, learning environment, as well as outdoor environment, and professional responsibility. NAFCC accreditation requirements are contained in the study guide, *"Assessment Profile For Family Day Care."*

The accreditation process promotes higher quality care for children. Accredited family child care providers find this useful because:

- Providers gain new skills, regardless of their level of expertise.
- It provides a working definition of quality in family child care.
- It helps providers to inform parents of the importance of accreditation and promotes higher standards of quality care.

Eligibility requirements are: 1) the applicant must have been caring for children as a family child care provider for at least 18 months, and 2) the applicant must meet state regulatory requirements.

During the accreditation process, the provider goes through a self-assessment as well as validation by a parent and a NAFCC validator.

To learn more, contact the National Association for Family Child Care (NAFCC) at: 1331-A Pennsylvania Avenue, NW, Suite 348, Washington, DC 20004, or call NAFCC at 1-800-359-3817.

The National Early Childhood Program Accreditation (NECPA) is an independent, voluntary accreditation program that is designed specifically for early childhood care and education programs. The accreditation process is an opportunity for a program to conduct a thorough examination of every aspect of the program based on recognized quality standards. Since 1992, the NECPA program has awarded accreditation to 44 centers in 10 states. The NECPA process uses an Automated Accreditation Indicator System as an evaluation measure.

The components of NECPA include:

- Demographic information is provided that gives the necessary background on the program that is seeking accreditation;
- A comprehensive self-evaluative document is completed by the program's director or owner, which includes staff and parent surveys;
- An on-site visit is made to verify the quality indicators, followed by the production of the program's profile which is used as a blueprint to enhance quality;
- A complete package is presented to NECPA's National Accreditation Council for accreditation recommendations before being reviewed by the NECPA Commission.

For additional information, contact: The National Early Childhood Program Accreditation (NECPA) Commission, Inc. at: 1029 Railroad Street, Conyers, GA 30207, or call: 1-800-543-7161.

The National Accreditation Council for Early Childhood Professional Personnel and Programs (NACECPPP) is a national, non-profit organization that supports private-licensed, center-based, and ecumenical early childhood programs under the sponsorship of the Child Care Institute of America. Since NACECPPP began in 1992, it has accredited 80 programs in five states.

NACECPPP provides two interrelated services:

- Approved teacher training, and
- Professional Accreditation of Early Childhood Programs.

Becoming a NACECPPP Recognized Early Childhood Program of Excellence involves three phases:

1) Self-study phase: Program administrators, teachers, and parents are involved in reviewing all program aspects: the philosophy, goals, objectives, and curriculum. Programs complete a collegially-developed Self-Evaluation Report (SER), reflecting commonly accepted criteria and the program's own developmental philosophy.
2) Validation phase: Trained early childhood experts review the program on-site, in relation to the SER, to make an assessment, report, and recommendation.
3) Accreditation decision phase: The NACECPPP Board reviews the SER, accompanying documentation, report and recommendations of the Validators and makes the accreditation decision.

To learn more, contact the National Accreditation Council for Early Childhood Professional Personnel and Programs (NACECPPP) at: Cleveland Park Station, P.O. Box 9518, Washington, DC 20016.

A National System for Improvement and Accreditation of School-Age Care Programs is being developed through the collaboration of the National School-Age Child Care Alliance (NSACCA) and the School-Age Child Care Project (SACCP) of the Center for Research on Women at Wellesley College.

The system will be piloted this fall in over 40 programs, including programs sponsored by Work/Family Directions and its clients, and participating programs in MOST (Making the Most of Out-of-School Time) implementation cities (see "A National Accreditation System For School-Age Care" and "MOST Initiative," in the *Child Care Bulletin*, March/April 1995).

To learn more about the National System for Improvement and Accreditation of School-Age Care Programs, contact SACCP at (617) 283-2547 or NSACCA at (202) 737-6722.

Staff Credentialing Programs Improve Skills

Certified Childcare Professional (CCP) is the credentialing program of the National Child Care Association (NCCA), which is a professional trade association that represents licensed private child care centers, child development staff, and state affiliated associations. As an association of professional providers, NCCA maintains that a key component of a quality program is the education, training, experience, and effectiveness of staff in providing comprehensive services to children and their families. Professionals exhibiting standards of excellence in child care and early childhood education are recognized by NCCA through the awarding of their national credential, the Certified Childcare Professional (CCP) Early Childhood Education Specialist. During the past three years, 110 individuals in 13 states have earned the CCP credential.

The CCP uses a Multi Indicator Evaluation (MIE) process, designed to determine the extent to which individuals have met or exceeded NCCA National Standards of professional expertise.

Each person who chooses a career in child care has the opportunity to make important contributions to the growth and development of children in their care. The quality of care that children receive depends upon the knowledge and skills of those who care for them. Credentialing programs are an important mechanism for improving skills and promoting excellence in the field of child care.

The CCP Credentialing Materials Packet includes:

- Steps of the Credentialing Process
- CCP Credentialing Petition
- Guidelines for Portfolio Development
- Examination Study Guide
- Performance-Based Observational Form
- Parent Evaluation Forms
- Writing Sample Forms
- Plans for Continued Professional Development Form

Candidates are assigned a State CCP Field Counselor to guide them through the credentialing process and to provide technical assistance.

For more information, call the National Child Care Association (NCCA) at: 1-800-543-7161 or write to: Institute for Professional Development 1029 Railroad Street, NW Convers, GA 30207-5275.

Child Development Associate (CDA) Credentialing Program is a nationwide initiative to credential qualified caregivers who work with children from birth through age five in child care, Head Start and other early childhood settings. Over the past two decades, more than 60,000 CDAs have received the credential that demonstrates their ability to nurture children's physical, social, emotional, and intellectual development in a child care setting.

The Council for Early Childhood Professional Recognition (The Council) administers the CDA credentialing program in the effort to upgrade staff qualifications and to improve the quality of child care. The CDA Competency Standards are at the heart of the CDA program. These standards are an expression of competency goals and program quality. Candidates who apply to obtain the CDA Credential can select one of the following endorsements: 1) center-based preschool; 2) center-based infant/toddler; 3) family child care; or 4) home visitor. In addition to these endorsements, caregivers can also earn a CDA Credential with a Bilingual Specialization (available only for English/Spanish languages at this time).

States are typically involved in the CDA program in at least two ways. Each state has its own Scholarship Act Administrative Agency, which oversees federal financial assistance through the CDA Scholarship Assistance Program. In addition, 46 States and the District of Columbia include CDA in their child care regulations as a qualification for teaching staff and/or directors. This year, 20 states have also provided funding and other support for CDA training.

For more information, contact The Council for Early Childhood Professional Recognition, 1341 G Street, NW, Suite 400, Washington, DC 20005-3105, or call: 1-800-424-4310 or (202) 265-9090.

Credentialing Programs, continued. . .

The Certified Professional in Early Childhood Development Credential is offered by The National Accreditation Council for Early Childhood Professional Personnel and Programs (NACECPPP), under the sponsorship of the Child Care Institute of America. Since its beginning in 1992, this credential has been earned by 120 providers in five states.

Two major components of the process leading to awarding of the credential through NACECPPP are:

- Each training institution preparing candidates for the credential submits a summary of its curriculum and information about its goals, accreditation status, and resources available to NACECPPP's Board;
- Individual candidates choose one of two tracks offered by NACECPPP which combine both documented experience and education preparation requirements.

For more information, contact NACECPPP at: Cleveland Park Station, P.O. Box 9518, Washington, DC 20016.

Promoting Excellence in Ecumenical Child Care

Laura Dean Friedrich

Over the past six years, early childhood programs and congregations have found a way to strengthen relationships and their shared commitment to serve families. *Congregations and Child Care*, the self-study/recognition process of the Ecumenical Child Care Network, promotes high quality child care by involving both early childhood professionals and congregational leaders in a self-study process. *Congregations and Child Care* can be used by any child care program housed in or operated by a religious congregation.

The recognition process of *Congregations and Child Care* complements the accreditation conferred by the National Academy of Early Childhood Programs (The Academy), which is a division of the National Association for the Education of Young Children (NAEYC). *Congregations and Child Care* builds on accreditation by providing a forum in which to discuss the complex relationship issues that impact the quality of programs related to religious congregations. While the self-study may be used by any child care program, ECCN awards recognition only to programs accredited by The Academy.

The ECCN self-study/recognition process underscores the critical importance of high quality education and care for children. In the past two years, ECCN has systematized the self-study process in a National Council on Recognition (NCR). Today, NCR coordinates a Mentor Assistance Program that provides trained skilled mentors to self-study participants; reviews and evaluates completed self-study portfolios; and awards ECCN recognition to the congregations and early childhood programs that successfully meet the goals and criteria of *Congregations and Child Care* and are accredited by The Academy.

Laura Dean F. Friedrich is the Coordinator for the National Council on Recognition for the Ecumenical Child Care Network (ECCN), a national membership organization for child care and Head Start programs housed in or related to congregations. For more information about membership services, publications, and the self-study recognition program, contact ECCN, 1580 N. Northwest Hwy., Suite 115, Park Ridge, IL 60068, (708) 298-1612.

Making It Happen . . .

Arizona Supports Accreditation

In order to support early childhood programs interested in improving the quality of their services through accreditation, a number of state organizations joined together to create the Arizona Self-Study Project (ASSP). The ASSP was designed to provide coordination, training, and technical assistance to programs as they move through the self-study component of the accreditation process for the National Academy of Early Childhood Programs. The 50 programs currently enrolled in ASSP receive monthly telephone technical assistance, on-site visits twice a year, assistance in developing and implementing evaluation plans, and support in networking and outreach with other agencies. The program also includes a privately-funded scholarship program for programs seeking accreditation and requesting a validation visit. ASSP is funded through a variety of sources, including CCDBG quality improvement funds and Maternal and Child Health Block Grant funds.

For more information about the Arizona Self Study Project, contact the Association for Supportive Child Care at: (602) 829-0500.

Army Offers Credential

A new initiative offers Army staff working with school-age children an opportunity to obtain a credential that is specifically targeted to the children they serve. The credential is administered by the Council for Early Childhood Professional Recognition and has several levels, depending on the interest of the staff member. All staff complete a basic training program that includes general information for child care staff and 13 modules developed with school-age specific standards (based on CDA functional areas). A trainer is assigned to observe and advise each staff member. Parents are also included in the process as observers and are members of the Local Assessment Team that issues the credential to qualified candidates.

For information about the Army's credentialing initiative, contact Dr. Vicky Moss, School-Age Program Manager, at (703) 325-0710.

Training Improves Quality

A recent study released by the Families and Work Institute found that Family-to-Family training for family child care providers improved child care quality. One important outcome is that children are more securely attached to their providers, and spend their time engaged in activities that enhance their learning. Family-to-Family training was also found to increase providers' commitment to their jobs and improve business skills.

The study examined Family-to-Family training programs in three communities. These provider training programs are part of Child Care Aware, a national project operating in 40 communities, sponsored by the Dayton Hudson Foundation, Mervyn's, Target Stores, Dayton's, Hudson's and Marshall Field's. Over 13,000 family child care providers have been trained since Child Care Aware was launched in 1988.

Child Care Aware has four components: training, promoting accreditation, supporting the development of strong family child care associations, and consumer education to help parents learn how to find good quality child care. This study focused on the training component. (To order, see *Publications*, page 11.)

Organizational Resources

Throughout this edition of the Child Care Bulletin *are names and addresses of organizations that deal with issues related to improving the quality of child care through accreditation and professional development. In addition to those already listed, the following national organizations also deal with staff training and program improvement.*

National Institute for Early Childhood Professional Development, administered by the National Association for the Education of Young Children (NAEYC), aims to improve the quality of professional preparation and training for individuals who care for and educate children from birth through age 8. The Institute's efforts include an annual professional development conference and the development of training materials and publications.

For more information contact NAEYC, 1509 16th Street, NW, Washington, DC 20036-1426 or call: 1-800-424-2460.

National Center for the Early Childhood Work Force (NCECW) is a nonprofit organization committed to improving the quality of child care by addressing the training and compensation of child care providers. NCECW also serves as a national clearinghouse on child care staffing issues and produces a variety of resource publications, including reports on major public policy issues affecting the child care work force.

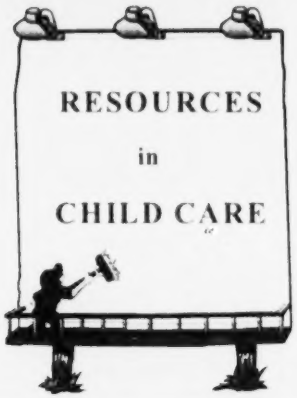
For more information contact the National Center for the Early Childhood Work Force (NCECW), 733 15th Street NW, Suite 1037, Washington, DC 20005-2112, or call either 1-800-879-6784 or (202) 737-7700.

The Children's Foundation, strives to improve the lives of children and those who care for them. Current work is in the areas of child nutrition, child care, especially family care, and the enforcement of court-ordered child support. The Children's Foundation publishes annual studies on the regulations of child care for both center- and home-based settings, and writes job-specific training materials for child care providers.

For more information, contact: The Children's Foundation, 725 15th Street, NW, Suite 505, Washington, DC 20005-2109 or call: (202) 347-3300.

ZERO TO THREE, formerly the National Center for Clinical Infant Programs, focuses on issues involving infants, toddlers and their families. ZERO TO THREE gathers and disseminates information through its journal, publications, a Fellowship Program, an annual National Training Institute, specialized training opportunities, and technical assistance to communities, states and the federal government.

For more information, contact ZERO TO THREE, 2000 14th Street, North, Suite 380, Arlington, VA 22201 or call: (703) 528-4300.



With each issue, the Child Care Bulletin will highlight resources available to the child care community. We encourage providers, parents, administrators, and other readers to share your knowledge of what is available so that we can pass it on to the field.

Publications

(The following publications are available from the Publications Department, Families and Work Institute, 330 Seventh Avenue, 14th Floor, New York, NY 10001 or call (212) 465-2044.)

New Research

➢ *The Florida Child Care Quality Improvement Study: Interim Report*
Carollee Howes, Ellen Smith, and Ellen Galinsky

The study presents a summary of how Florida's new ratios and education requirements affect the quality of children's early education and care. The findings summarize child gains, changes in teacher-child interactions, and improvements in program quality. The study highlights factors, such as CDA credentials and favorable child-staff ratios, in relation to positive outcomes.

ERIC Clearinghouse on Rural Education and Small Schools

Information on economic, cultural, social, and other factors related to educational programs and practices for rural residents is available through the Educational Resources Information Center (ERIC) Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). One of 16 clearinghouses that make up the federally funded ERIC education system, ERIC/CRESS specializes in subjects that affect the lives of American Indians, Alaska Natives, Mexican Americans, and migrants as well as educational practices and programs in small schools and outdoor education. ERIC/CRESS has many free publications available and also conducts literature searches at no expense.

All of the ERIC Clearinghouses collect education materials, respond to requests for information, and produce special publications on current research, programs, and practices.

To contact ERIC/CRESS, call 1-800-624-9120, or send an e-mail message to the User Services Coordinator at [lanhamb@ael.org].

Family Child Care

➢ *The Family Child Care Training Study*
Carollee Howes, Ellen Smith, and Ellen Galinsky

One of the first in a series of studies being conducted by the Families and Work Institute to address the question: "How effective are efforts designed to improve quality in early childhood settings?" Findings show that training improves child care quality.

➢ *Child Care Aware: A Guide to Promoting Professional Development in Family Child Care*
Amy Laura Dombro

Designed to provide the information needed to plan and implement a community level professional development initiative focused on upgrading quality in family child care homes, the Guide outlines step-by-step approaches to strategies and action steps related to training, accreditation, building strong associations and consumer education.

➢ *Family Child Care Providers Speak About Training, Trainers, Accreditation, and Professionalism: Findings from a Survey of Family-to-Family Graduates*
Amy Laura Dombro and Kathy Modigliani

A summary of how family child care providers felt about training they received in a major project sponsored by Child Care Aware (formerly called Family to Family Initiative). Findings address recruitment strategies, impact of training, characteristics of effective trainers, accreditation, professionalism, and implications for trainers.

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Next Issue: Parent Involvement and Family Support

Please send articles or ideas for the next issue or future issues to the Editor, Child Care Bulletin.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, Virginia 22180

Child Care Bulletin

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Child Care and Family Support: Making the Connection

Child care is one form of family support. With more parents in the workforce, quality child care provides support for both the child and the family. Child care promotes and supports family resources by enhancing, rather than replacing, family responsibilities. Due to families' frequent contact with child care providers and the personal, trusting relationships built there, child care is a natural environment for providing and linking families with other services.

"Comprehensive child care that incorporates child development, nutrition, health, and family services, can play a significant role in strengthening and supporting families. At the same time, parental involvement in child care can strengthen those services on a programmatic level and maximize child care providers' understanding of and responses to the children they serve. Involving parents in meaningful ways can greatly increase the quality of child care programs, benefiting children and parents," (excerpted from information provided by the Child Welfare League of America).

Child care is a consistent and ongoing service connection for families. Since child care providers are directly involved with children and families on a daily basis, they are in an excellent position to help respond to family needs.

According to Joan Lombardi, Associate Commissioner for the Child Care Bureau in the Administration on Children Youth and Families, "The Child Care Bureau is committed to promoting comprehensive, quality child care services that meet the needs of children and families." For example, the Child Care Bureau and the Maternal and Child Health Bureau have launched the "Healthy Child Care America" campaign to coordinate child care and health care services such as immunizations, health screenings, nutrition education, and health consultations.

Other services for families can be linked through child care services based on a community focus and an emphasis on partnerships to link families to the necessary resources. Access to family support activities such as parenting education and referrals to other community programs can be facilitated through child care settings, enhancing the services provided for children and families.

This issue of the *Child Care Bulletin* looks at the link between child care and family support services from different perspectives, including family involvement, resource and referral services, and family literacy.

The Child Care Bureau will sponsor a Leadership Forum on parent involvement and family support in February 1996. The forum will highlight promising initiatives that promote working parents' participation in child care. Please contact Anne Goldstein, Director, National Child Care Information Center, at 1-800-616-2242 with your recommendations of successful family support programs and parent involvement initiatives.

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Parent Involvement and Family Support

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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

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Family Support Technical Assistance Available for States and Tribes

The Family Preservation and Support Program provides funding to states and tribes for a continuum of services to children in need. In addition to services, the legislation allows funding for training and technical assistance. The Administration for Children and Families (ACF) is funding several technical assistance efforts to aid ACF grantees in coordinating services for families and in accessing current knowledge about family-centered practices.

In one project, the CDM Group provides training and technical assistance to Family Preservation and Support Program grantees and communities. They will coordinate on-site technical assistance to grantees identified by regional office staff. During 1995, there will be 20 intensive on-site visits. The number of visits will increase each year, up to 50-75 visits in 1997. CDM is developing a database of technical assistance consultants and is assisting with one national and ten regional conferences for states and tribes to work on Family Preservation and Family Support efforts.

To learn more about this technical assistance project, contact Charles Williams at the CDM Group, 5530 Wisconsin Avenue, Suite 1660, Chevy Chase, MD 20815, or call: (301) 654-6740.

Another project that assists states and tribes in creating local networks for supporting families is conducted through the National Resource Center (NRC) for Family-Centered Practice, a collaboration among the University of Iowa's School of Social Work, the Family Resource Coalition (FRC), and the National Indian Child Welfare Association (NICWA). The National Resource Center for Family-Centered Practice supplies training, technical assistance, research and evaluation tools, and information on family-centered practice. Specific technical assistance in family support and preservation includes various topics, such as strategic planning, community development, starting and strengthening collaborations, program evaluations, as well as developing and assessing culturally competent practices. In the next five years, the National Resource Center for Family-Centered Practice plans to produce training curricula; tools linking child welfare and family support; program, bibliographic, consultant, and speaker databases; and publications including newsletters, policy and practice papers, research monographs, and case study reports.

To learn more about NRC's technical assistance project, contact Marcia Allen, Executive Director, or John Zalenski, Information Director, National Resource Center for Family-Centered Practice, University of Iowa School of Social Work, 112 North Hall, Iowa City, IA 52242-1223, or call: (319) 335-2200.

New developments in family support technical assistance include the Community-Based Family Resource Program (CBFRP). Administered by the National Center on Child Abuse and Neglect (NCCAN), the program is designed to assist each state in implementing and enhancing a statewide system for child abuse prevention through broad collaboration and innovative funding mechanisms. NCCAN is also funding a cooperative agreement to provide training and technical assistance by CBFRP lead agencies. The effort will focus on building the capacity of states and lead agency staff to plan, develop, and implement a continuum of family support services, and to encourage public and private partnerships in establishing and expanding family resource programs.

For find out about your state's lead agency, contact your governor's office. To learn more about the cooperative agreement, call Eleanor Wagoner at NCCAN, (202) 205-8879.

➢ **The Family Resource Coalition (FRC)**, a national membership organization, has a technical assistance contract to provide materials development, training needs assessments and community needs assessments to both state and local child welfare agencies. The FRC will assist child welfare agencies in developing training plans, and will provide training on the principles and the basic practices of family support services, as well as recommend trainers. In addition, the FRC will develop a network of trainers on family support related topics, such as how child care settings can become vehicles for provision of family support services.

The 1996 Family Resource Coalition's national conference, "Changing the Way America Works for Families," will be held April 30 - May 4, 1996, in Chicago, Illinois.

For more information, contact the Family Resource Coalition, 200 S. Michigan Avenue, 16th Floor, Chicago, IL 60604 or call: (312) 341-0900.

➢ **The National Indian Child Welfare Association (NICWA)** is a national organization dedicated to child abuse and neglect issues that impact Indian children and their families. NICWA facilitates prevention of child abuse campaigns, expands the Indian child welfare network, and makes policy recommendations to tribal and other government bodies. NICWA provides training in child welfare, family preservation, and effective cross-cultural practices.

To learn more, contact the National Indian Child Welfare Association, 3611 SW Hood, Suite 201, Portland, OR 97201, or call: (503) 222-4044.

PTA Involves the Early Years

Gwen Tucker

Parents' roles in their children's education are receiving more attention nationally. The PTA (Parent-Teacher Association) often provides for parents their first opportunity to become involved with their children's school.

In PTA, parent involvement has always meant more than just paying dues or attending meetings. The National PTA has identified three types of parent involvement as being critical to a young person's development: (1) parents as first educators in the home; (2) parents as active partners with the schools; and (3) parents as advocates for all children and youth in society.

Since its founding in 1897, the National PTA programs have included early childhood issues. Parenting education before and after a baby's birth, nutrition for young children, safe playgrounds, immunizations, and high-quality child care are all concerns for PTA.

Through early childhood PTAs, parents have an opportunity to become involved early in their child's education. Early childhood PTAs are for all those interested in the education and development of children from birth to age five. Although PTAs are traditionally associated with schools, early childhood PTAs may be organized in preschools, child care centers, places of employment, kindergartens, or other community settings. The group may be affiliated with an existing PTA, or be organized as a separate unit. The State Parent-Teacher Associations can provide more information on starting an early childhood PTA. In addition, the National PTA has informational brochures which include, *Building Blocks for Early Childhood PTAs* and *The Busy Parents' Guide to Parent Involvement*.

The role of families and communities is crucial to providing opportunities for young children to build skills and attitudes that will help them learn and relate well to others. An early childhood PTA furnishes the framework and resources to provide nurturing experiences for young children. The programs, resources, and activities of each early childhood PTA are determined by the interests and needs of each PTA group. This flexibility addresses the needs of a diverse membership that includes working parents, varied cultural groups, as well as urban and rural families, etc.

The National PTA has new activities to increase collaborative efforts in local early childhood PTA units. Through working with the National Head Start Association, pilot projects to determine barriers to parent involvement and effective strategies in removing them have begun in three states; these projects may be replicated nationally. Also, the PTA's relationship with the National Association for the Education of Young Children (NAEYC) is being strengthened through an exchange of workshops and other cooperative efforts.

Gwen Tucker is a former co-chair of the Early Childhood Subcommittee, and currently serves as a Regional Director for the National PTA. For more information, contact the National PTA at (312) 670-6782.

Fatherhood Project

James A. Levine

The Fatherhood Project began in 1981 at the Bank Street College of Education and later moved to the Families and Work Institute. Through a range of activities including research, training, and information dissemination, the project develops ways to support men's involvement in child rearing.

Try this quick quiz. Ask several people in your office or program the following three questions:

- *Are you in favor of parent involvement in child care?*
- *Are you in favor of involvement by fathers and other men in child care?*
- *What would a child care program that is successful at involving men look like?*

Most people readily answer "yes" to the first two questions, but the last question often stumps them. The Fatherhood Project helps to answer that last question through a three-step process.

Step 1: Look at Successful Programs. It is hard to set goals without having a sense of what is possible. *Getting Men Involved: Strategies for Early Childhood Programs*, profiles 14 programs that have been successful at involving fathers. None of the programs achieved success overnight, but over time, they changed from having very little male involvement to having fathers be a regular and natural part of their program.

Step 2: Learn from Successful Programs. Once you know what is possible, it helps to learn how to get there. The Fatherhood Project has a national training program on male involvement. Representatives from successful community-based programs explain how they brought about desired changes in their programs.

Step 3: Start Examining Your Program. All change begins with self-examination. Many programs say they want fathers involved, but adopt a passive, rather than an active stance. For example, do you actively and continuously encourage the father of a child, or another significant male, to participate in scheduled parent-teacher meetings? The Fatherhood Project has a Male Involvement Profile which includes 30 questions to help in assessing how proactive the program is.

James A. Levine, Ed.D., is Director of The Fatherhood Project at the Families and Work Institute in New York City. For more information, or to order the book, Getting Men Involved: Strategies for Early Childhood Programs, contact the Fatherhood Project at (212) 465-2044.

Empowering Parents to Enrich Children's Lives

Erica Tollett

Since 1992, the National Black Child Development Institute's *Spirit of Excellence Parent Empowerment Project (PEP)* in Washington, DC has provided services to parents that will make a difference in the lives of their children. This national demonstration project, funded by the DeWitt Wallace-Reader's Digest Fund, focuses on parents of children birth to age three.

Parenting is difficult for those who feel they *are* prepared emotionally and financially. But for teen parents, and often for those who had their first child during their teen years, parenting presents a special challenge. Fifty percent of the parents enrolled in PEP either are or were teen parents. PEP provides life skills, parenting skills and child development information to parents ages 15 through 35.

More than forty low-income mothers, fathers, and their children are enrolled in PEP. Project staff assist parents in developing an individual family plan of realistic and achievable goals and provide group sessions for parents in locations convenient to the families' neighborhoods. Staff also work with parents in their homes on developmentally appropriate activities for children. In addition to the PEP staff, volunteers function as career mentors by providing support and encouragement to parents entering the job market. They provide practical information on issues such as planning a budget, restoring credit, and learning job interviewing skills.

PEP staff are seeing significant positive results for the participating families in setting and achieving their goals. The project is currently being evaluated to document these positive outcomes.

Other current activities of the Parent Empowerment Project are:

- completion, this year, of The *Spirit of Excellence* model curriculum which will be disseminated nationally to other providers; and,
- the opening of *The Spirit of Excellence* parent consultation and children's resource room. This is being accomplished in cooperation with community outreach efforts of the Greater Southeast Community Hospital in Washington, DC, which is centrally located to the neighborhoods where the participating families live. In the resource room, parents will have developmentally appropriate materials and activities to use with their children.

In another cooperative venture, PEP staff have worked with WETA, a local public television station, to donate books to the project. Before this, many of the families were without children's books. Now, most of the parents are reading to their children every day.

Helping parents to be advocates for their children is another aspect of empowerment. Several parents have developed the confidence to attend community meetings and to speak up on issues such as welfare and health care reform.

Parenting programs for young parents are needed in many communities. NBCDI's PEP program demonstrates that parents need support, information, and opportunities to improve the circumstances of their lives and the lives of their children.

Erica Tollett is the Editor of The Black Child Advocate, *a quarterly publication of the National Black Child Development Institute (NBCDI). For more information on The Spirit of Excellence Parent Empowerment Project contact the Project Director, Costella Tate at: (202) 387-1281. For information on other activities and publications, contact NBCDI at: 1023 15th Street, NW, Suite 600, Washington, DC 20005.*

ACF Tribal Conference

The Child Care Bureau is sponsoring the National Tribal Child Care Conference, ***"Guardians of our Sacred Trust - Tribal Leadership in Child Care,"*** July 31-August 3, 1995 in Seattle, Washington.

The conference will provide a forum for discussing new implementation strategies in child care and family support, as well as the common challenges that face Indian and Alaskan Native communities, children, and families.

For more information, contact Linda Kills Crow, Child Care Technical Assistance Project, (202) 639-4465.

Seeking Family Involvement Programs

The Family Involvement Partnership for Learning is seeking information on successful family involvement programs. As a cooperative effort between the U.S. Department of Education and the National Coalition for Parent Involvement in Education (NCPIE), the Family Involvement Partnership for Learning promotes the development of family, school, and community partnerships. The Partnership will be conducting and supporting research on family involvement, identifying outstanding examples of family involvement programs, and providing information to parents.

The Partnership is compiling a nationwide list of family involvement programs. To offer your information on programs or to be placed on the Partnership's mailing list, write to: Family Involvement Partnership for Learning, 600 Independence Ave. SW, Washington, DC 20202-8173.

To find out more about the Family Involvement Partnership for Learning, call 1-800-USA-LEARN.

Collaborations in the Cherokee Nation of Oklahoma

Laurie Hand

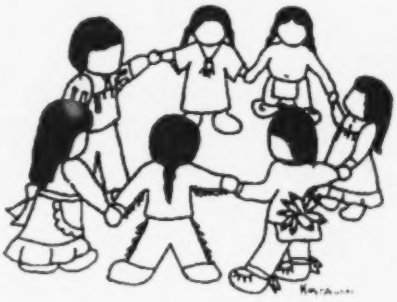
Child care services in the Cherokee Nation of Oklahoma are connected with a variety of other agencies, all with the common goal of serving children and supporting families.

The following are some specific examples of the Cherokee Nation's child care related collaborations that may provide pertinent information to others planning similar efforts.

Child Care/Head Start/STEPP/ Health Collaboration:

The James Danielson Children's Village is comprised of the Child Development Center at Tahlequah, Oklahoma, a center that is funded through Child Care and Development Block Grant (CCDBG) funds and parental payments, that provides care for up to 134 children; 4 Head Start centers that provide care for 80 children (soon to be expanded to 120 children); and the STEPP (Serving Teenagers through Education on Pregnancy Prevention) program, a collaborative effort between the Sequoyah High School and the Child Development Center. The services provided for STEPP students include education at Sequoyah High School, social services, parenting, child care and transportation through the Child Care Program. By working with the Cherokee Nation Health Department, other services will include prenatal visits, well baby check-ups, ill child consultation, WIC (Supplemental Food Program for Women, Infants and Children) benefits, and immunization services for the children of the STEPP students.

Head Start, STEPP and child care representatives hold weekly meetings. Collaborative activities include planning public education efforts and special events, parent education seminars, staff training and food services. Health services linked through the Cherokee Nation Health Department will include the services of a physician, a registered nurse practitioner, and a licensed practical nurse. Current plans are to coordinate Head Start physicals, consultation on ill children, policies and procedures, immunizations and staff training. Head Start currently coordinates with the local university speech and hearing program for screening services. Child care representatives are also working on linking with that program.



Artwork by Kathi Burnham

Maryetta Child Development Center:

Through a collaboration between Head Start and the Maryetta Housing Project, plans are underway for a new Child Development Center. Located in Adair County, an area highly populated by Cherokee Tribal Members, the center will be open to provide care 20 hours per day. The center will be able to accommodate the child care needs of families working evening and flexible shifts.

Intertribal Child Care Provider Training Task Force:

Staff of the Cherokee Nation, Muscogee (Creek) Nation, American Red Cross, the Oklahoma State University Extension Center, and the Tri-County Area Prevention Resource Center have developed a training curriculum for tribal child care providers, geared toward the training needs of exempt, relative providers (see "Spotlight on . . . Successful Collaborations," in the *Child Care Bulletin*, January/February 1995.)

State-Tribal Licensing Agreement:

The Cherokee Nation and the State of Oklahoma's Child Care Licensing Unit have developed a memorandum of agreement to share licensing responsibility for approximately 200 centers and family child care homes. The agreement includes shared responsibilities for licensing and monitoring visits, complaint investigations, and a process for sharing that information.

Work Experience:

The Child Development Center is a placement option for work experience and community service experience slots through the Tribal JTPA (Job Training Partnership Act) program.

Social Services Intake/Child Care Certification:

Three Social Service Intake staff in counties with the highest child care user population are paid partially from the CCDBG grant funds and partially from other tribal resources. The intake clerks provide general social service screening for programs such as training, employment, general assistance, and the Low Income Home Energy Assistance Program (LIHEAP), as well as perform the complete certification for those families who are eligible for child care through contract or certificate.

Laurie Hand is the Associate Director of Child Development Services for the Cherokee Nation. For more information contact Laurie Hand at (918) 458-4404.

Supporting AmeriCorps Families

Susan Norris

Finding and paying for child care is often difficult for families. Eligible members of AmeriCorps, a program of The Corporation for National and Community Service, are receiving child care support through AmeriCorps*CARE, a program that helps AmeriCorps families to locate, choose, and pay for child care.

AmeriCorps*CARE has helped more than 800 AmeriCorps families with more than 1,200 children to find and access child care benefits. Eligibility for benefits is based on State Child Care and Development Block Grant (CCDBG) regulations. Eligible AmeriCorps members are linked with a local child care resource and referral agency (CCR&R) which provides consultation, information on provider fees, schedules, and selecting quality care, as well as child care referrals.

The AmeriCorps*CARE payment process utilizes a database of information regarding AmeriCorps members' caregiver fees and schedule of care. Payments are issued directly to providers on a coupon/voucher system.

AmeriCorps*CARE is a product of a partnership among the Corporation for National and Community Service, the National Association of Child Care Resource and Referral Agencies, and local resource and referrals throughout the country, as well as site managers of the hundreds of community based AmeriCorps projects, State Service Commissions, and many child care providers. (See also "AmeriCorps and School-Age Child Care," in the *Child Care Bulletin*, March/April 1995).

*Susan Norris is the Director of AmeriCorps*CARE. For more information, call (202) 393-1135.*

Families Locate Child Care Through Resource and Referral Agencies

Bobbie Weber

Child care resource and referral (CCR&R) systems were created to support families. Resource and referrals emerged in the early 1970s providing parent education, family support and community planning to bring communities together in improving child care. Families have been the driving force behind the success of resource and referral services. Many communities across the United States have created their own CCR&Rs to meet their particular needs; there are now more than 500 local organizations whose services reflect the diversity of needs.

Core CCR&R services include parent consultations and referrals, as well as recruitment, technical assistance and training for providers, maintaining a database of child care services, and a strong presence in community planning for child care. Many resource and referrals also help employers to implement family friendly workforce strategies.

Responding to parents' needs and developing partnerships with parents and others is at the heart of child care resource and referral. For instance, there are partnerships with special needs families; respite care initiatives; multilingual service delivery programs; partnerships in school-based family resource centers; as well as parent empowerment activities. The following are examples of local resource and referral family support activities.

Since 1987, the Maryland Committee for Children has provided enhanced services to parents seeking care for children with special needs. The agency's LOCATE child care database includes information about providers' experience and skills in serving children with a wide array of cognitive, social/emotional, physical, and medical special needs. Using this information, LOCATE counselors work with parents to select a caregiver to accommodate their child's special needs.

In Texas, Corporate HANDS (Houston Area Network for Dependent Services), a partnership of 24 companies, working parents, Initiatives for Children (the local resource and referral agency), area child care providers, and AmeriCorps members, seeks to address the needs of working families. The resource and referral agency designs projects that are based on an annual needs assessment with parental input. Initiatives for Children is also collaborating with the mental health and child abuse prevention communities, and the University of Houston School of Social Work, in developing an area-wide clearinghouse for parenting education and training courses.

In Washington State, a network of local resource and referral agencies locates various types of respite care, including community recreational programs, in-home respite providers, and other innovative respite options. They also manage the direct payment vouchers for respite services. In addition, mini-grants offer outreach to traditionally underserved groups, such as homeless families, linguistic or ethnic minorities, families that live in public housing, and tribal communities.

Child care resource and referral's continued growth and success is inextricably linked to the voice and role of families in improving child care in their communities.

Bobbie Weber is Chair of Family Resources at Linn-Benton College and a member of the Board of Directors for NACCRRA (National Association of Child Care Resource and Referral Agencies). For more information, call (202) 393-5501

Meeting Mental Health Needs

Jane Knitzer

One critical challenge faced by providers of child care and family support services is how to help families whose needs are greater than the program capacity. Reports from the field suggest there are many such families. A recent Task Force Report from the American Orthopsychiatric Association on Head Start, Mental Health, and Family Support stated that programs were feeling an urgency about developing new kinds of parent involvement strategies to respond to the needs of families they were seeing. According to the report, program staff noticed some parents who seemed too chronically sad and tired to participate, parents exposed to chronic community or familial violence, parents whose lives seemed so chaotic that they felt powerless to help their children, parents who did not see their own strengths, and parents who felt overwhelmed by the behaviors of their children.

Engaging parents in the context of both family support and child care programs is vitally important, not only for their own well-being, but to enhance their role as parents. Yet, when faced with this level of need in parents, child care staff may feel frustrated, overwhelmed, and sometimes, even discouraged. The typical response is to refer the families elsewhere, removing them from the context of the program with which they are familiar. But this rarely works, either because the families won't go, or because they do go, but do not feel welcomed.

Emerging from a review of program strategies designed to build the capacity to engage parents are approaches that work, particularly those that use mental health skills and knowledge. These approaches seek to build connections for child care and early childhood programs with mental health consultants, in the context of a family support orientation.

The approaches aim to help program staff develop ways to work more effectively with the families, addressing issues such as violence; depression, and lack of confidence with interventions that build on a family support philosophy. In these programs, mental health services are embedded into the core program and delivered on-site. Consultants, for example, make home visits along with staff, attend staff meetings, run parent groups, and offer skill building to staff. Thus, they can catch problematic clues in parents, or exhaustion and burn out in staff.

Integrating mental health expertise into on-site consultation and into the core program philosophy is not easy. Some mental health professionals and program staff are not initially comfortable with this approach. But, as mental health consultants become known to the program staff and families, the distance between them diminishes, and the opportunities for meaningful help expand. Fortunately, there are mechanisms to enhance parent involvement, even for families often thought of as hard to engage and help.

Jane Knitzer, Ed.D. is the Deputy Director for Research and Policy Analysis for the National Center for Children in Poverty. To learn more, call: (212) 927-8793.

Healthy Child Care America Campaign Launched

Healthy Child Care America

Department of Health and Human Services Secretary Donna Shalala "kicked off" the Healthy Child Care America Campaign on May 10 at the National Child Care Health Forum, a collaborative effort sponsored by the Administration on Children, Youth and Families' Child Care Bureau along with the Health Resources and Services Administration's Maternal and Child Health Bureau.

The goal of the Healthy Child Care America Campaign is to mobilize local communities throughout the country to promote the healthy development of children and families through (1) building partnerships among the health and child care communities, (2) building on existing resources in efforts to promote the healthy development of children and families, and (3) increasing public awareness about the importance of safe and healthy child care.

The Health Forum brought together child care and health professionals from across the nation to discuss ways to build and strengthen linkages that promote the healthy development of children and families. Participants drafted a "Blueprint for Action," a guide that communities can use to help focus local initiatives to launch child care campaigns. The blueprint identifies focus areas such as immunization coverage, strengthening nutrition services, and ongoing support for child care providers.

To order "Blueprint for Action," or to learn more about the Healthy Child Care America Campaign, call Moniquin Huggins of the Child Care Bureau at (202) 690-8490.

✉ *The Child Care Bureau has relocated within the Hubert H. Humphrey Building. The new address is:*

Child Care Bureau
Administration on Children, Youth and Families
Administration for Children and Families
200 Independence Avenue, SW - Room 320F
Washington, DC 20201 ✉

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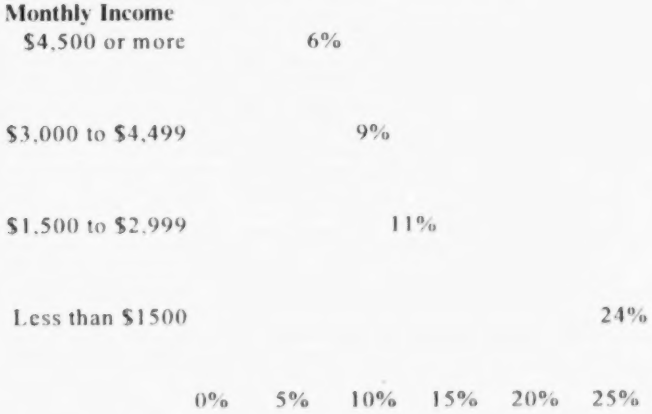
What Do Parents Spend on Child Care?

The U.S. Bureau of the Census has released preliminary findings from the 1993 Survey of Income and Program Participation (SIPP). The report, "What Does It Cost To Mind Our Preschoolers," focuses on the cost of child care for children under five years of age with working mothers. The preliminary report shows that 9.9 million preschool age children needed child care because their parents worked. On average, a family with a preschool age child spent $79 per week for child care in 1993. While low income families on average paid less for child care than did families with incomes above the poverty line, ($50/week vs. $79/week, respectively,) the charts below demonstrate that child care is a significantly greater economic burden for families with incomes below the poverty line because they pay a larger share of their monthly income for child care. In general, the report shows that families with incomes below the poverty line spent about 2½ times the proportion of their monthly income on child care than families with incomes above the poverty line.

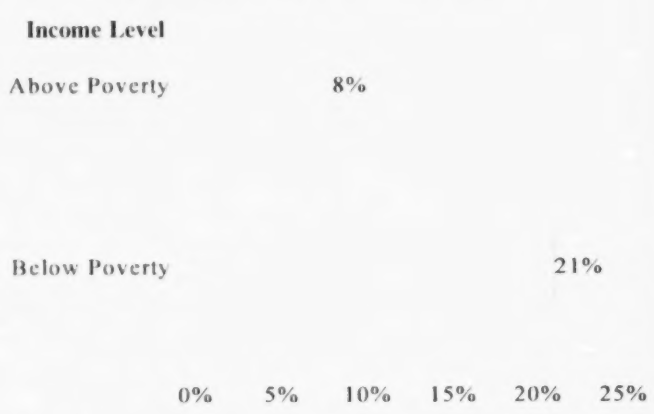
Copies of the preliminary findings of the study are available from the Bureau of the Census by calling (301) 457-2416. The final version of "What Does It Cost To Mind Our Preschoolers" will be available from the Bureau of the Census in late August.

Percent of Monthly Family Income Spent on Child Care by Family Income*



*Limited to families with preschoolers only

Percent of Family Income Spent on Child Care by Poverty Status*



*Limited to families with preschoolers only

Making It Happen . . .

Bois Forte Band of Chippewa Coordinates New Lives Program

Successful partnerships require thoughtful planning, time, and effort, but the benefits are evident. The Bois Forte Reservation, located near the Canadian border of Minnesota, has a long history of providing children's services through tribal early childhood development, state public school initiatives, CCDBG, Head Start, and many other sources. Now, additional family support needs are coordinated through the New Lives Program, a collaboration of all agencies working with families of young children. The collaboration receives no special funding. It is based entirely on a common desire to improve services by cooperating with agencies whose missions are similar. Meetings occur about once a month to coordinate efforts, identify any unmet needs of families and prevent duplication of services.

Through other collaborative efforts of the Tribal Council and the state school district, a new tribal family and education center is being built. It will house the public school, early childhood family education center, child care services, Head Start, mental health services, social services, WIC program, Indian Child Welfare, a library, community recreation center, and cultural archive center for the Anishinabe culture.

For more information, contact: Judy Anderson, Director of Early Childhood Programs for the Bois Forte Reservation, (218) 757-3265.

Learning through Family Literacy

Meta Potts

Everyday, four year old Samantha is brought to child care by her mother. But instead of dropping Samantha off, her mother stays with her; they are a learning team in a family literacy program. As a learning team, Samantha and her mother participate in activities that support literacy education and promote positive attitudes toward learning.

The National Center for Family Literacy (NCFL) has established and funded programs like this all across the country. The NCFL trains teachers, program coordinators, and policymakers. Family literacy programs include three major components: early childhood education, adult education, and parent/child together time. To be successful, individual family literacy programs must also be tailor-made to fit the context and the culture of the participants.

To fully support children and adults, family literacy programs can work in partnership with existing community services to make a wide range of services easily available to families. Support services that remove barriers to participation in programs most commonly include transportation, meals, health care, and counseling. Also, cooperative arrangements with other service agencies can result in referral networks that further support families by helping to foster self-sufficiency.

Samantha's mother is improving her own academic skills while her daughter benefits from learning in a quality preschool setting. Also, she is helping Samantha to learn in a parent/child interaction component, in which play is the dominant form of learning and teaching. Time is allotted for all of the parents in the program to participate in a group discussion. Sometimes, they talk about parenting issues, and at other times, they share their interests, their fears, or their goals for a better life.

The principal of a school with a family literacy program says that he has not seen a program yet that can match this one in repairing negative feelings about school or in providing positive ways of looking at education for both the children and adults.

Meta Potts, Ed. D., is the Director of Training and Staff Development at the National Center for Family Literacy. For more information, write to: 325 W. Main Street, Louisville, KY, 40202, or call: (502) 584-1133.

Child Care Research Partnerships

The Child Care Bureau announced the availability of FY'95 funding for child care research partnerships on June 9, 1995 in the Federal Register, Vol. 60, No. 111, beginning on page 30550. The purpose of the research initiative is to study critical child care issues as they relate to welfare recipients and low-income working families.

Copies of the announcement are being sent to ACYF regional offices, and to state and tribal grantees. To receive a copy directly, call 1-800-351-2293, or fax a request to 1-800-351-4490.

Providing Care Around the Clock

In 1990, 7.2 million women with 11.7 million children under 15 years of age worked during non-standard hours. The U.S. Department of Labor Women's Bureau has published a report about child care for these parents: *Care Around the Clock: Developing Child Care Resources Before Nine and After Five*.

According to the report, there are three general models emerging for developing non-standard hour child care programs. These include: (1) the single employer model, which is common to the manufacturing and service sectors; (2) the employer consortium model, in which companies join together to share knowledge and pool their resources; and (3) the community partnership model, in which a variety of stakeholders such as unions, employers and local governments join together to create non-standard hour child care programs. The report includes examples of each from such employers as Toyota, OMNI, Hyatt, and Marriott hotels, among others.

Regardless of the type of model used, developing programs for child care during non-standard hours takes time and must address the needs of all stakeholders. The stakeholders must realize that flexible child care programs are not an inexpensive venture and often require an employer subsidy. However, meeting the need for child care during non-standard hours is a critical support for families in the work force.

To receive a copy of the report, contact Abbie Steele, Publications Office, Department of Labor Women's Bureau, at (202) 219-6652 ext. 123.

Administration on Developmental Disabilities Program Announcement

The Administration on Developmental Disabilities published its Program Announcement for ADD's Projects of National Significance on June 19, 1995 in the Federal Register, Vol. 60, No. 117, beginning on page 32046. It involves a priority area for child care and early intervention focusing on inclusion of young children with disabilities. For a copy, call Adele Gorelick, Administration on Developmental Disabilities at (202) 690-5982.

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With each issue, the Child Care Bulletin will highlight resources available to the child care community. We encourage providers, parents, administrators, and other readers to share your knowledge of what is available so that we can pass it on to the field.

Publications

➢*CWLA Standards of Excellence for Child Day Care Services (Revised Edition)*
Child Welfare League of America (CWLA)

One of 11 volumes of program standards available from CWLA, this volume sets forth practices considered most desirable for child care services. Each set of standards is developed by a committee of experts in the field after a review of current research, practices, professional literature, and standards issued by other organizations. (Each volume of *Standards* is available for $14.50 from CWLA, c/o CSSC, P.O. Box 7816, Raritan Center Parkway, Edison, NJ 08818-7816.)
For more information about the Child Welfare League of America, write to: CWLA, 440 First Street, NW, Suite 310, Washington, DC, 20001, or call: (202) 638-2952.

➢*Options for Full-Day Services for Children Participating in Head Start*
Prepared by Pelavin Research Institute and The Urban Institute for the Department of Health and Human Services

The report examines service delivery methods of several Head Start programs providing full-day services to meet the needs of working families. (Free publication, one per requester. To order, fax a request to Penny Clark, Office of the Assistant Secretary for Planning and Evaluation, FAX: (202) 690-5514, or call: (202) 690-6461.)

➢*The Basics of Family Support: A Guide for State Planners (and others)*
Kathy Goetz and Shelley Peck, eds.

Commissioned by the U.S. Department of Health and Human Services, this guide provides an overview of family support and gives detailed profiles of 25 family support programs, including information on budgets and staffing. (Available for $30 from the Family Resource Coalition, 200 S. Michigan Avenue, 16th Floor, Chicago, IL 60604 or call: (312) 341-0900.)

Current Issues on Child Care from the National Technical Information Service

An agency of the U.S. Department of Commerce, the National Technical Information Service (NTIS), is the Federal government's central source for publicly funded scientific and technical information. NTIS has released a current collection of child care information products in four subject areas: Day Care Providers, Nutrition and Health, Lead Exposure, and Facility Design. For a complete listing of the *Current Issues on Child Care* collection, call the NTIS Fax Direct System at (703) 487-4099 and request product #364.

For more information on other NTIS services, call: (703) 487-4650.

Did you know... you can access information about the Administration for Children and Families (ACF) and the Department of Health and Human Services (DHHS) through the World Wide Web? You may not even know what the World Wide Web (WWW) is! The WWW is a part of the Internet which consists of multiple cross references and interconnections via computer. All you need is a computer, a modem, access to a server (Internet on-ramp provider) and you'll be cruising the World Wide Web! To help you on your way, the ERIC Clearinghouse on Elementary and Early Childhood Education's publication, *"A to Z: The Early Childhood Educator's Guide to the Internet,"* is available by calling 1-800-583-4135, or via e-mail at the following address: **ericeece@ux1.cso.uiuc.edu** See the next page for additional resources available through the Internet.

Resources Available via Internet

Online Access to the National Child Care Information Center

The National Child Care Information Center (NCCIC) now has a Home Page on the World Wide Web (WWW). The Home Page includes information about the Child Care Bureau, leadership forums, national organizations for children and families, issues of the *Child Care Bulletin*, and other items. It also provides access to ERIC, through NCCIC's status as an Adjunct ERIC Clearinghouse for Child Care, and access to a variety of other gopher and web sites for information about children and families. The World Wide Web location for the NCCIC Home Page is: **URL:http://ericps.ed.uiuc.edu/nccic/nccichome.html**

❖ Find out more about ACF's programs and services which support the work you are doing in your community. Learn ACF's organizational structure, staff information and the latest ACF news. Access ACF on the World Wide Web (WWW), to find out about the Administration for Native Americans (ANA), the Office of Child Support Enforcement (OCSE), Aid to Families with Dependent Children (AFDC), and more.

Also, get easy access to DHHS agencies on the WWW. Among the many agencies listed are the Public Health Service, Indian Health Service, the Centers for Disease Control, Food and Drug Administration, National Institutes of Health, Substance Abuse and Mental Health Administration, the Health Care Financing Administration and more.

To access ACF and DHHS Home Pages, use these World Wide Web addresses: **http://www.acf.dhhs.gov**
http://www.os.dhhs.gov

❖ **ECPOLICY** is an internet forum for discussing policy issues related to young children. Topics include providing information to policymakers, along with raising public awareness, and encouraging responsiveness of the early childhood community to issues affecting young children. Responsibility for the ECPOLICY forum is shared by both the National Association for the Education of Young Children (NAEYC), and the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). To subscribe to ECPOLICY, send an internet message to majordomo@ux1.cso.uiuc.edu. Leave the subject line blank, and in the message area, type: **subscribe ECPOLICY <Your E-mail Address>**

❖ **PARENTING** is an internet discussion group on topics related to parenting children, including child development, care, and education, family leave, parental rights issues, parents as partners in children's education, and other topics of interest. Parenting is a companion list to the National Parent Information Network (NPIN), (see "Resources in Child Care," in the *Child Care Bulletin*, January/February 1995). Managed by ERIC/EECE, PARENTING provides an important forum for discussion and information sharing. To subscribe to PARENTING send an internet message to majordomo@ux1.cso.uiuc.edu. Leave the subject line blank; in the message area, type **subscribe PARENTING <Your E-mail Address>**

The U.S. Department of Education can be accessed via internet regarding family involvement activities and resources, online at: **gopher.ed.gov**

Organizational Resources

Throughout this edition of the Child Care Bulletin *are names and addresses of some of the organizations that deal with child care, family involvement and parent empowerment issues. In addition to those already listed, the following national organizations also deal with family support and child care.*

The Child Care Action Campaign (CCAC) is a national coalition of individuals and organizations that support the development of policies and programs that will increase the availability of quality, affordable child care for the benefit of children and their families. Included in CCAC's informational services are materials to assist parents in recognizing and finding quality child care, helping small businesses establish child care assistance programs for employees, and providing leadership in bringing together the public and private sectors to develop partnerships for financing quality care.

For more information, contact the Child Care Action Campaign, 330 Seventh Avenue, 17th Floor, New York, NY 10001-5010 or call: (212) 239-0138.

The Child Care Law Center (CCLC), a national nonprofit legal services organization, focuses on the complex legal issues surrounding the establishment and provision of child care. CCLC provides legal assistance and information to nonprofit centers, family child care providers, parents, policy makers, and others.

For more information, contact the Child Care Law Center (CCLC), 22 Second Street, 5th Floor, San Francisco, CA 94105 or call: (415) 495-5498.

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Please circulate or photocopy for maximum distribution.

Next Issue: Serving Children with Disabilities in Child Care Settings

Please send articles or ideas for the next issue or future issues to the Editor, Child Care Bulletin.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180

Address Correction Requested

Child Care Bulletin

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Including Children with Disabilities in Child Care

Providing concrete solutions to increase the availability of high quality, affordable and accessible, inclusive child care for ALL children was the focus of a Leadership Forum held on June 27, 1995. More than 125 experts, including parents and representatives from the fields of child care, disabilities, education, health, Head Start, and resource and referral as well as federal, state, local governments, and tribal communities, participated in the Forum. The Leadership Forum was sponsored by the Child Care Bureau in conjunction with the Administration on Developmental Disabilities, Head Start Bureau, Maternal and Child Health Bureau, and the Department of Education. The day was dedicated to developing strategies that states and tribes could use to build systems that would foster the successful inclusion of children with disabilities into their community child care programs.

The keynote speaker, Barbara Cocodrilli Carlson, Program Director in Early Childhood at the Miriam and Peter Haas Fund, stated, "Families with children with disabilities are just like any other family who needs to work and wants a nice nurturing, stimulating, safe place for our kids when we can't be with them. We also want our children to be part of the larger community, and what better way to start?"

According to Joan Lombardi, Associate Commissioner, Child Care Bureau, in the past few years, 28 states have used Child Care and Development Block Grant (CCDBG) funds for special needs initiatives in training, consumer education, and resource and referral, improving the quality of care for all children.

Bob Williams, Commissioner, Administration on Developmental Disabilities, announced the possibility of funding one or more Projects of National Significance. These will demonstrate providing early child development and family support services, coordinating among the child care and disability communities.

During the Leadership Forum, participants developed recommendations in five areas: staffing, facilities and environments, administration of inclusive practices, community resources, and financing strategies. These will be the foundation of a monograph and companion video, *Passages to Inclusion: Creating Systems of Care for ALL Children,* being developed for child care administrators. The monograph will also describe successful inclusive program models.

The Administration for Children and Families (ACF) has an ongoing commitment to inclusive child care. ACF Assistant Secretary Mary Jo Bane announced that by next March the Child Care Bureau will provide technical assistance to ten qualifying states, tribes, or territories to develop systems to serve children with disabilities in child care settings.

This *Bulletin* focuses on serving children with disabilities and program supports that are vital to inclusion, such as staff training, resource and referral, collaborations, and new links with organizational resources.

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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

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Serving Children with Disabilities in Child Care Settings

We All Play A Part in Inclusion

Pam Forbush Pavuk

The goal of inclusion is to enhance children's abilities, to present opportunities to help them reach their true potential, and to offer a healthy and nurturing educational environment for all children. In such an environment, children are accepted for who they are, not what they are able to do, and those with special needs develop and excel along with their peers.

The Community Connections Project at George Washington University in Washington, D.C. trains teams of early childhood professionals to support others in including children with disabilities in their programs. The teams provide guidance and support through consultations, meetings and workshops. These efforts increase community awareness and commitment to addressing the educational, social, and emotional needs of all children in early education settings.

This project dovetails with the Child Care Plus program, funded by the U.S. Maternal and Child Health Bureau. The program is managed by the Fairfax County (Virginia) Office for Children and the Visiting Nurses Association, to provide support to children with special needs and their families. Through it, children are placed into care settings with continual interaction and guidance from health care and educational professionals.

For the Fairfax County Employees' Child Care Center, collaboration with Child Care Plus has involved some specific supports. These included supplying provider assistance so that a playground schedule could be altered for a child with severe asthma, and training for staff in using an asthma nebulizer, an infant apnea (breathing) monitor, and a glucometer for measuring blood sugar levels of a child on a restrictive diet. Additional supports for the program included giving resources and advice on communicating with a child who has a profound hearing impairment, and developing observation tools and a family services plan for a child with a complex health needs. The collaboration has also created opportunities for staff to plan curricula, share ideas, and exchange information to better meet the needs of all of the children.

Pam Forbush Pavuk is a teacher at the Fairfax County Employees' Child Care Center, and a member of their Community Connections team. To learn more about the Center's programs, contact Pam at: (703) 324-7370, or Marshann Snyder, Fairfax County Office for Children at: (703) 591-7265.

To learn more about the Community Connections Project, contact George Washington University at: (202) 739-0604.

Gila River Training

JoAnn Elliott

A collaboration among the Gila River Indian Community in Arizona, the state CCDBG program, and Save the Children provides for child care food services and monthly training for family child care providers. Training is conducted in central locations and also in individual child care providers' homes, for those in remote locations. Training topics include health and safety, child development, caring for children with special needs, providers as business professionals, and incorporating native culture and traditions into daily activities. The workshops on caring for children with special needs cover the areas of regulations, adapting home environments, promoting peer acceptance, parent support, and resources.

The Child Care and Development Services Coordinator is developing plans for training that include incentives of higher compensation for providers who complete a specified amount of training.

In addition, the coordinator has created kits of developmentally appropriate materials and activities for working with children with special needs. The kits contain a curriculum which describes specific activities and the developmental areas that each activity promotes. Kits are loaned to individual providers as well as providers from other departments such as Head Start and Special Services.

For more information, contact JoAnn Elliott, Coordinator, Child Care and Development Services, Gila River Indian Community, at: (520) 562-3640.

Spotlight on...

The Danny Chitwood Early Learning Institute in Alexandria, Virginia, provides training and technical assistance to centers and family child care providers on inclusion. One Institute project, funded by the U.S. Department of Education, is the Family Child Care Integration Project (FCCIP), a model inservice training program to prepare family child care providers to include children with special needs in their homes. FCCIP uses staff from an inclusive preschool as mentors, and targets providers serving at-risk children.

Six training modules include workshops on topics related to quality care and inclusion, classroom visits, and home visits to adapt information and strategies to the home setting. The combination of information, modeling, and adaptation has improved the quality and availability of care for all children, including those with special needs.

For more information about the Institute or the FCCIP model, contact Dr. Mary Ellen Hoy at: (703) 683-1774; FAX (703) 683-1793.

Collaborative Efforts Promote Inclusive Child Care in Colorado

In January 1995, Colorado began a collaborative effort to enhance the quality of services for all children, to increase access to child care settings by children with special needs, and to provide parents with greater access to various scheduled and temporary (respite) settings.

This project, Colorado Options for Inclusive Child Care (COFICC), aims to:

- Increase the awareness of child care resource and referral agencies (R&Rs) of the issues that impact families of children and youth with special needs, and to assist R&Rs to develop strategies that support families in building partnerships with child care and respite care workers;
- Build the capacity of R&Rs as a catalyst in promoting community involvement in inclusive child care;
- Increase community utilization of R&Rs for recruiting, training and supporting providers of child care and respite services.

COFICC services for families and providers include problem solving when care options are limited or non-existent, tips on interviewing and contracting, and help in identifying barriers to inclusion specific to each care setting. They also aid in linking with community resources for on site training, consultation and support.

COFICC is jointly funded by the Colorado CCDBG and the Department of Education, Part H Unit. There is additional support from a grant to the Colorado Division of Child Care from the Administration on Children, Youth and Families to develop family directed respite options for families of children with disabilities and/or chronic or terminal illnesses.

CORRA (The Colorado Office of Resource and Referral Agencies), the coordinating office for the statewide network of child care resource and referral, has taken responsibility for supporting and coordinating the COFICC project.

For more information, call COFICC Coordinator, Jennifer Burnham, Colorado Office of Resource and Referral Agencies (CORRA), at (303) 290-9088, or the Colorado Division of Child Care Grants and Quality Initiatives at (303) 866-2304 or (303) 866-4556.

Special Needs R&R

Child care resource and referral agencies are critical in locating and supporting child care providers, as well as in helping parents work with providers to facilitate a successful placement. Since 1980, BANANAS, Inc., the child care resource and referral agency in northern Alameda County, California, has been serving child care providers and families. BANANAS' services include an emphasis on special needs child care. The agency has a number of publications, including *Building a Special Needs Component into Your Child Care Resource and Referral Service*, the *BANANAS' Child Care Providers' Guide to Identifying and Caring for Children with Special Needs*, and *Choosing Child Care for a Child with Special Needs*.

To learn more, contact Ginger Barnhart, Resource and Referral Coordinator, BANANAS, Inc., 5232 Claremont Avenue, Oakland, CA 94618 or call: (510) 658-1409.

Making It Happen . . .

Massachusetts Model for Inclusive R&R Services

A model demonstration grant from the U.S. Department of Education, Early Education Program for Children with Disabilities, was recently awarded to the Massachusetts Office for Children. Project Child Care 2000 will assist children and families in accessing inclusive child care services, targeting children with severe or low incidence disabilities and their families. Services include parent counseling, technical assistance, access to resources via the Information on Disabilities Exchange (INDEX), and linking experts in disabilities to child care service providers.

Demonstration sites will develop, implement and evaluate a model system to refer families to child care providers who are able to administer medication, provide site modification, special equipment, and make other accommodations to meet a child's needs for assistance in communication, mobility, behavior management or other areas. Intake procedures will gather additional information about the child's strengths, needs, and disability. Services will include facilitating a team approach for those working with the child.

By offering training through Wheelock College, the model will be made widely available to staff from Massachusetts and from other states as well.

For more information, contact Margaret O'Hare, Project Director of Child Care 2000, Massachusetts Office for Children, at: (617) 727-8900.

State Initiatives Serve Children with Special Needs

Arizona

An interdisciplinary training approach for feeding children with special health care needs is underway in Arizona. Through a Maternal and Child Health Improvement Project Field Initiated Grant, Project CHANCE (Children's Health And Nutrition Curriculum Education) has developed a child care provider training program and curriculum, *"A Guide to Feeding Young Children with Special Needs."*

Workshop presenters include a registered dietitian, a team leader with the Office of Children with Special Health Care Needs who specializes in individual family service plan (IFSP) development, a director of a preschool, an occupational therapist, and the parent of a child with special needs. The topics include developing nutrition care plans, special diets, oral motor development and self-feeding skills, and mealtime environments.

The program was piloted by the Arizona Department of Health Services, Office of Nutrition Services, in collaboration with the Arizona Self-Study Project/Office of Women and Children, a training and support service that helps child care providers improve their programs and work toward accreditation.*

For more information contact: Linda Rider, Project CHANCE Coordinator, Arizona Department of Health Services, at: (602) 542-1886.

Illinois

Leadership Training to Support Child Care for All Children, is a statewide training effort to promote inclusive care for children with special needs. The workshops and field assignments were designed by Early Childhood and Early Childhood Special Education faculty from the University of Illinois.

The training utilizes a team approach that includes one participant from a child care resource and referral agency, a community or home child care provider with experience in inclusion, and representatives of a local interagency council, school district, or other child and family service program. Teams work on training and field assignments, such as developing local directories of child care programs and professionals with experience in providing inclusive care, training sessions and on-site consultations with programs to facilitate enrollment of children with disabilities, and interviews with families of children with disabilities on barriers and supports for obtaining care.

The project is funded through the Illinois Planning Council on Developmental Disabilities along with the Illinois Department of Child and Family Services.

For further information, contact: either Nancy Gaumer, Co-Director, Child Care Resource and Referral Service, at: (217) 333-8199, or Susan Fowler, Head of the Department of Special Education, University of Illinois, at: (217) 333-0260.

Montana

Since 1987, the Montana University Affiliated Rural Institute on Disabilities has housed a federally funded project to promote inclusion in child care and preschool programs and to work with professionals in early childhood. Formerly known as the Educational Home Model Outreach Program, the project is now called Child Care plus+.

Beginning as a model demonstration project to expand options for families looking for child care for their children with disabilities, the model was funded for replication in 1990. Project staff have worked with early childhood professionals in 14 states thus far.

Child Care plus+ provides presentations and training on including children with disabilities in everyday activities and routines. Technical assistance for providers is completed by telephone and on-site consultations, as well as through videotape exchanges, and materials from the Child Care plus+ resource library.

The training is funded through the U. S. Department of Education, Early Education Programs for Children with Disabilities.

For more information, contact Child Care plus+, Rural Institute on Disabilities, at: 1-800-235-4122 or (406) 243-5467.

Oklahoma

The number one need identified by parents of children with disabilities in Oklahoma is child care services. Special Care, Inc. is a child care center addressing this need. It is a licensed, private, non-profit center accredited through the National Association for the Education of Young Children (NAEYC).*

Additional support through state and federal funds has enabled Special Care to increase their services. The center also participates in the Child and Adult Care Food Program and has a Title XX contract.

In addition to child care, therapeutic intervention services are provided on-site. By providing speech, physical and occupational therapies, parents have fewer appointment demands, teachers are able to consult with therapists and incorporate goals into the classroom routines, and children receive therapies at times suitable for their needs. Funds to provide therapies come from private insurance, grants, and contracts with Oklahoma's Early Intervention Program and Medicaid.

Other collaborations with Special Care include the Foster Grand-

parent and Job Training Partnership Act (JPTA) programs, as sources of volunteers, as well as local universities who work with the program as a practicum site for students.

Special Care has implemented *Unique Environments*, an on-site training program designed to help providers in centers and family child care homes become more knowledgeable about including children with disabilities in their programs.

For further information, contact Pam Newby, Executive Director, Special Care, Inc., at: (405) 752-5112.

Texas

The Texas Department of Human Services has targeted a portion of CCDBG funding to support the delivery of child care services to children with disabilities. The goal is to increase access to and delivery of quality child care services in natural and inclusive environments.

The CCDBG funds, through the Early Childhood Developmental Resources (ECDR) project, assist in obtaining adaptive equipment and materials for children with disabilities in child care settings. This equipment is designed to match a child's abilities and facilitate more independent interactions with the environment and with others.

Child Care Management Services (CCMS) contractors work with the ECDR project to assist providers in the purchase of adaptive equipment. In addition, CCMS contractors maintain resource rooms that contain a variety of materials for enhancing program services for children with disabilities.

For more information, contact Charlotte Brantley, Director, or Jill Flannery, Program Specialist, Child Care Services, Texas Department of Human Services, at: (512) 450-4158.

Vermont

The Child Care Services Division uses IV-B and CCDBG funds for integration grants to child care programs that are pursuing NAEYC accreditation and meet specific programmatic and environmental standards. They also use CCDBG funds for mental health consultation grants to community mental health centers. This assures ongoing consultation to child care centers related to issues of behavior management and appropriate supports for children with challenging behaviors.

Vermont also has an inservice training model project that leads to an inclusive family child care home providers' certification. It will increase the supply of quality registered family child care homes that include children with disabilities, and the number of providers who can design, implement, and evaluate family-centered, inclusive, developmentally appropriate environments for all children.

Training participants agree to: take a pre/post self-assessment using an adaptation of the Quality Criteria for Family Child Care, attend 26 hours of training, participate in a year long practicum, and develop a portfolio which can be reviewed by the Child Care Services Division of the State Department of Social and Rehabilitative Services. The certificate signifies a commitment to including children with disabilities in a high quality family child care home, and may serve as an initial step toward attaining a Child Development Associate (CDA) credential, or accreditation through the National Association for Family Child Care (NAFCC).*

The training model project is funded through a federal grant from the Office of Special Education Programs, and carried out jointly by the University Affiliated Program at the University of Vermont and the state's Child Care Services Division.

For further information, contact Kim Keiser, Director, State of Vermont, Child Care Services Division, at: (802) 241-3110.

Virginia

In 1992, Virginia's Department of Social Services, Division of Licensing Programs initiated meetings with representatives from Virginia's Department of Mental Health, Mental Retardation, Substance Abuse Services, the Department of Health, and Department of Education, along with the Virginia Council on Child Day Care and Early Childhood Programs, and the George Washington University (GWU). The collaboration focused on including children with disabilities in child care settings, as well as training and technical assistance activities.

Through interagency initiatives, the Division prepared trainers from various state agencies and their local counterparts to conduct statewide training on inclusion for child care providers. The Division has also trained administrators on the Americans with Disabilities Act (ADA) and created an ADA brochure for child care providers.

Current plans with GWU include developing a manual for child care providers about working with children with disabilities and the special education system.

To learn more, contact Elizabeth Whitley Baron, Manager of the Training, Education and Consultation Office, Virginia Department of Social Services, Division of Licensing Programs at: (804) 692-1774.

* For more information about child care program accreditation and staff credentialing, see the *Child Care Bulletin*, May/June 1995.

Caring For Our Children

Bea Gold

As the rights of individuals with disabilities have been guaranteed, providing services for children and their families has increasingly become a priority at federal, state and local levels. Over time, the language we use to describe people with disabilities has changed, public and private services and buildings are more accessible, and people with diverse strengths and needs live and work together in communities. The belief that people with disabilities are people first, shapes the language that we use and sends a very powerful message. When referring to a child with special needs, it is most appropriate to use language such as: "children with disabilities" or "a child who has a hearing impairment," rather than "handicapped children." The words emphasize that *children with disabilities are children first*, with the same needs as all children. It is important to see the whole child, including strengths, as well as special needs. This concept of people first is reflected in the terminology of legislation: The Americans with Disabilities Act (ADA), and The Individuals with Disabilities Education Act (IDEA).

Families of children with disabilities have had limited choices for child care. To address these needs, quality programs that include children with disabilities must be made available and affordable. Nationwide, coordinated efforts are needed to address issues in recruitment, availability, affordability, and training.

Families often rely on numerous agencies and services to meet the ongoing needs of their children. When community-based child care works well for a child with disabilities, it is frequently the result of a collaborative effort among all agencies or programs connected with the family. How well these services work for the child and family depends on the ability of all to communicate with one another their roles, responsibilities, and goals for the child. This occurs when child care providers are regarded as critical members of a team and the child care environment is utilized as an appropriate placement for all children.

In the past three decades, services to individuals with disabilities have changed significantly. Advocacy on the part of families and professionals who believe that children have the right to live and be educated in their homes and communities has laid the foundation for our current service system. Services beginning at birth have been expanded with an emphasis on the child in the context of their family life. This has meant serving children where they typically are: in their home or child care setting.

Bea Gold is a Child Development Specialist and recently retired founding director of Child and Family Services. She has also served on the Editorial Panel of the National Association for the Education of Young Children.

The above article has been excerpted from information provided by Project EXCEPTIONAL. The full citation is: Gold, B. (In press). Who Will Care for Our Children? An Historical Perspective for Young Children with Disabilities. In Kuschner, A., Cranor, L., Brekken, L. (Eds.). A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 1 *(Preliminary edition). Sacramento: California State Department of Education, Bureau of Publications, 1995. For availability, contact the Bureau of Publications at: 1-800-995-4099 or (916) 445-1260.*

Key Federal Legislation

1972
Head Start Programs required to reserve at least 10% of enrollment for children with disabilities

1973
Section 504 of the Rehabilitation Act (P.L. 93-112) passed, guaranteeing civil rights for people with disabilities

1975
P.L. 94-142 Education for Handicapped Act (EHA) passed, guaranteeing a free appropriate public education for children with disabilities

1986
P.L. 99-457 Amendments to the EHA added the Infant/Toddler Program and the Preschool Program

1990
P.L. 101-476 EHA is amended to become the Individuals with Disabilities Education Act (IDEA)

The Americans with Disabilities Act (ADA) guarantees equal opportunities in employment, public accommodations, transportation, state and local government services, child care and telecommunications

Project EXCEPTIONAL provides training and resource development through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS). The Project aims to increase the quality and quantity of child care options for children with disabilities. The above article is excerpted from a ten part training curriculum designed to train child care and development staff on the inclusion of children with disabilities in child care settings.

For more information, contact Project EXCEPTIONAL, The California Institute on Human Services, Sonoma State University, 1801 East Cotati Ave., Rohnert Park, CA 94928 or call: (707) 664-2051.

Inclusive School-Age Child Care

Dale Borman Fink

Ten years ago, options were limited for finding child care during out-of-school hours for children with disabilities, whether programs were segregated or inclusive. Today, parents are finding more options as more school age care (SAC) programs are including children with special needs.

One SAC program that assures meaningful participation by all students is the Extended Day Enrichment Program, operated by Orange County Public Schools in Florida. The program serves approximately 13,000 children at 82 school sites. Dr. Betsy Fulmer, the district coordinator of school age care services, estimates that about 80 of these children have severe and profound multiple disabilities or medical fragility, and that 300 children have other significant special educational needs, including those who are blind, deaf, mentally retarded, or have mobility impairments.

These are a few features of the Extended Day Enrichment Program:

- Children attending school away from their own neighborhood can choose to enroll in the program, either in the school that they attend during the day, or in the school near their home.
- Extended Day employees participate in training on disability issues conducted by the school district.
- A fee increase was instituted for all families using the program, specifically to generate extra resources to ensure successful participation of children with disabilities.

It is important to identify the supports being offered to assure that all children can participate in meaningful ways. Two pressing issues to examine are the need for less than daily care and the need for flexibility in age parameters. For example, do providers give first priority to enrollment of families who are in need of care five days a week? Families of students with disabilities may need only one or two afternoons of care per week, either as respite for parents or as a socialization experience for their child. Also, rigid enrollment limits, such as age 12 being the upper limit, may also exclude adolescents with special needs, as their continuing need for supervised care may exceed that of their typically developing peers. Inclusive efforts in SAC should also be accompanied by staff development initiatives, so that each child receives the most appropriate services.

Dale Borman Fink is the author of many publications, including the book, School-Age Children with Special Needs: What Do They Do When School Is Out? *He is also a consultant and coordinator of the Family And Child Transitions into Least Restrictive Environments (FACTS/LRE) Project. To learn more, call: (217) 333-7033.*

To learn more about the Extended Day Enrichment Program of Orange County, Florida, contact Dr. Betsy Fulmer at: (407) 849-3383.

Head Start RAPs

Philip Printz

Community support and belonging, appreciation of individual talents and skills, and meaningful parent involvement are at the heart of inclusion and central to Head Start's model of providing care for children and services to families.

Head Start has both a regional and national training and technical assistance network providing expertise and support to programs. Resource Access Projects (RAPs) work with Head Start programs to enable them to fully include children with disabilities. The services provided by RAPs include maintaining a library of resources, training support, information on adapting technologies to meet childrens' needs, on-site technical assistance, and facilitating interagency agreements with State and Local Education Agencies (LEAs), and others providing services for children with special needs.

Since states must provide services to children with disabilities, Head Start and LEA collaboration is essential, as well as coordination with the rest of the child care community. Head Start, child care, and LEAs can pool their resources to maximize financial potential and reduce duplication of efforts. Child care programs can work collaboratively with their local Head Start partner to provide comprehensive services for children with disabilities and their families.

Philip Printz is the Director of the Head Start New England Resource Access Project (RAP) at Education Development Center, Inc. (EDC). To learn more, call EDC at: (617) 969-7100.

Partnerships for Inclusion (PFI) provides technical assistance to North Carolina communities to develop inclusive services for children birth to five, with and without disabilities, and their families. Located at the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill, PFI collaborates with state agencies to develop policy and program initiatives that support early childhood inclusion.

PFI has developed innovative models for delivering technical assistance through on-site consultation, community forums about inclusion, and train-the-trainer activities. Funding for PFI comes from the North Carolina Department of Human Resources through the Division of Child Development and the Division of Mental Health, Developmental Disabilities, Substance Abuse, along with the Department of Public Instruction through the Division for Exceptional Children's Services, and the University of North Carolina.

For more information, contact Molly Weston, Editor of All Together Now!, *a publication of Partnerships for Inclusion (PFI), at: (919) 966-0059.*

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Tribal Leadership in Child Care

More than 300 tribal leaders and child care administrators from across the country gathered in Seattle, Washington July 31-August 3 for the second annual Tribal Child Care Conference, ***"Guardians of Our Sacred Trust - Tribal Leadership in Child Care"***. Participants representing more than 180 tribes met to build upon a shared vision of local tribal communities that are child-friendly, supportive of families, and strong in leadership. Gaiashkibos, President of the National Congress of American Indians, gave an empowering speech, "Honoring our Future Generations".

Workshops presented opportunities to learn from experts in the field and exchange ideas on planning and administering quality child care programs. Topics included training for new administrators, computer applications for managers (and Internet/ World Wide Web technologies), developing organizational infrastructure supports and funding strategies, such as networking with foundations. Other sessions covered collaboration with Head Start and other agencies, managing multiple funding streams, and special initiatives, such as culturally appropriate care for infants and toddlers, care during non-traditional hours, and the Healthy Child Care America campaign.

Sandra Ninham, Councilwoman of the Oneida Tribe of Indians of Wisconsin, spoke of tribal resource allocation to support native families. She discussed growth in economic development in the Oneida Nation and the impact on child care and family issues. According to Ms. Ninham, "As we generated more jobs in the community...we knew we would also need to provide the infrastructure for our people to work without having to worry about child care." In response to rapid growth, the tribe has acted strategically to strengthen families, with immediate actions and long range plans that address economic, social, and educational goals.

Overall, the conference was rich in honoring tribal languages and cultural traditions. Many people were involved in planning workshops and coordinating activities in culturally respectful ways. Special efforts by Dee Henry of the Suquamish Tribe and Shirley Fiander of the Yakama Nation as coordinating liaisons contributed to the conference's success. The National Indian Child Care Association, along with the Suquamish Tribe, Muckleshoot Tribe, and the Yakama Nation, (a few of the tribes located in Washington), sponsored a cultural evening including a traditional salmon bake, Pow Wow, and an Inupiaq (Eskimo) blanket toss.

In one of the key events of the cultural evening, Greg (Tungwenuk) Nothstine, an active speaker for the Native Sobriety Movement, wove a theme of family support and community involvement into the basic elements of the traditional blanket toss. The "pullers" represent a community that, working together, create an environment of support, trust and safety; the "blanket" (a large walrus hide) represents the culture, laws, or beliefs through which communities interact; and a "tossee" can represent an individual, or collectively, all children which the community is entrusted to support and keep safe. The blanket toss is an exercise in trust and teamwork. A tossee cannot control how high or in which direction she is tossed. That is determined by the community, through the pullers' efforts. The importance and role of culture, traditions and tribal languages in child care settings were discussed in the workshops and illustrated through story telling and traditional dances.

According to ACYF Commissioner Olivia Golden, tribal leadership is exemplified by development of a shared vision, cooperative partnering, flexibility, and determination. By example, tribes have extended family networks that nurture children while teaching them native language and culture. These systems provide an infrastructure for comprehensive, family focused support. Traditions of respecting elders, children, and families, along with community unification to help raise all of the children, are models from which everyone can learn.

Plans for the third annual (1996) Tribal Child Care Conference are being developed. To offer suggestions, call Linda Kills Crow, Child Care Technical Assistance Project, at: (202) 639-4465; or Roger Iron Cloud, Child Care Bureau, at: (202) 690-6244.

Tribal Tech:

At the Tribal Conference, participants visited the World Wide Web (WWW) Home Page for the Child Care Bureau and one for Tribal Grantee Information (under development). Other web sites visited included ACF, the National Child Care Information Center, NativeNet, Indian Health Service, and the Tribal Voice. Listed below are the uniform resource locators (URLs), or addresses, of these web sites:

http://www.acf.dhhs.gov
http://ericps.ed.uiuc.edu/nccic/nccichome.html
http://kuhttp.cc.ukans.edu
http://www.tucson.ihs.gov
http://www.tribal.com

Other discussions focused on possibly forming a tribal information technology user's group.

Child Care: A Place of Healing for Young Children with Challenges

Emily Fenichel

High-quality child care can enrich a child's early life experiences. It can also offer protection to children at risk for social or emotional difficulties, and serve as a therapeutic component of services to children with identified mental health problems.

Children come into child care from a variety of family situations. Their behavior and self-esteem are deeply affected by family circumstances such as separation, death, depression, dysfunction, substance abuse, neglect, violence, and many other causes of mental and emotional stress. How providers help children handle challenges and harsh realities are important, life-shaping experiences. Understanding all of the individual fluctuations in each child's behavior and adjusting to the level of support that the child needs is an everyday reality for child care providers.

Three-year-old Kimberly, although bright, talkative, and imaginative in her play in the child care center, refused to join in any group activities, ignored requests, and often grabbed toys from other children, hitting and biting if the other child protested. Kimberly's parents and child care providers sought to understand the cause of her behaviors. A neuropsychological evaluation revealed that Kimberly had above average cognitive functioning, an attention deficit disorder (ADD), a mild expressive language problem, and motor planning difficulties. As Kimberly's parents and her child care providers understood her behaviors, they could focus more on her strengths, help her compensate for her difficulties, and build her self-esteem.

Mental health consultation can be an invaluable support to child care centers. Specialists may provide assistance to parents and caregivers around the needs of individual children who exhibit challenging behaviors, sometimes providing group therapy within the child care program itself. Consultants may also address program issues, improving the overall quality of care as they understand and empathize with caregivers, to help them be more aware and understanding of children's experiences (see also "Meeting Mental Health Needs," in the *Child Care Bulletin*, July/August, 1995).

Some models of mental health consultation and intervention in child care settings include:

- Child Witness to Violence Project
  Boston City Hospital
  Boston, MA
  (617) 534-4244
  Contact: Betsy McAlister Groves
- Day Care Consultants
  Infant-Parent Program
  San Francisco General Hospital
  San Francisco, CA
  (415) 206-5289
  Contact: Kadija Johnston
- The Early Childhood Group Therapy Training Program
  Jewish Board of Family and Children's Services
  New York, NY
  (212) 632-4733
  Contact: Rebecca Shahmoon Shanok
- Early Childhood Program
  Cardinal Glennon Children's Hospital
  St. Louis, MO
  (314) 577-5679
  Contact: Carol Klass

Emily Fenichel is Associate Director for ZERO TO THREE/The National Center for Clinical Infant Programs and Editor of the journal, ZERO TO THREE. To learn more, call: (703) 528-4300.

Update: Seattle-King County

Jan Gross

The Healthy Child Care America campaign supports a holistic approach to services for children in child care and their families (see "Healthy Child Care America Campaign Launched," *Child Care Bulletin*, July/August 1995). Optimal growth and development can only take place if a child is safe and healthy. A partnership of health, education, and caregiving in child care settings is essential to promoting health and safety.

In Washington, a service that began as informal consultation to child care programs by the Seattle-King County Department of Public Health is now the Child Care Health Program, an integral part of services provided to the community. The program is staffed by a health educator, public health nurses, nutritionists, and a child psychologist, and has support from a dental hygienist and nurse epidemiologist. Staff consult with all licensed child care providers in education and training; provide consultation on specific issues at an individual site; and assist with early identification and referral.

The Child Care Health Team offers classes including communicable disease prevention, behavior management, and safe environments. Staff work with providers and families to help access community resources for children with special needs. They also work with the mental health system, child care subsidy programs, resource and referral agencies, state licensing, and community colleges to help provide comprehensive services to the child care community.

Jan Gross is the Coordinator of the Child Care Health Program for the Seattle-King County Department of Public Health. For more information, call Jan at: (206) 296-4368.

Organizational Resources

For information on linking with disabilities and child care resources, contact:

NCCIC

The National Child Care Information Center
1-800-616-2242,
or 1-800-716-2242 (fax)
1-800-516-2242 (TDD)

The Administration on Developmental Disabilities (ADD), U. S. Department of Health and Human Services, manages grant programs with the goal of forming partnerships with State governments, local communities and the private sector to assist people with developmental disabilities reach their maximum potential through increased independence, productivity, and community integration. *For more information, contact Lynne Lau or Shirley Redmond at 202-690-6590.*

Council for Exceptional Children (CEC) is a private, nonprofit membership organization of professionals committed to improving educational outcomes for exceptional individuals. CEC operates the **ERIC Clearinghouse on Disabilities and Gifted Education (ERIC-EC)**. *For more information, contact ERIC-EC, 1920 Association Drive, Reston, VA 22091-1589 or call either 1-800-328-0272 or (703) 264-9474.*

The Division for Early Childhood (DEC) of the Council for Exceptional Children is a professional organization designed for individuals who work with, or on behalf of, infants and young children, birth through age 8, who have special needs and their families. *For more information, contact The Division for Early Childhood, 1444 Wazee Street, Suite 230, Denver, CO 80202, or call: (303) 620-4579.*

LINKS: Linking Networks for Kids is a national consortium of key organizations in the fields of early care and education, health, development, and disability. LINKS encourages collaboration between organizations to increase public knowledge about available resources and to support delivery of comprehensive services to developmentally vulnerable children and their families. LINKS is coordinated by the Judge David L. Bazelon Center for Mental Health Law. *For more information, contact LINKS, 1101 Fifteenth Street, NW, Suite 1212, Washington, DC 20005-5002, or call: (202) 467-5730.*

National Early Childhood Technical Assistance System (NEC*TAS) is a collaborative organization funded through the Office of Special Education Programs (OSEP), U.S. Department of Education. NEC*TAS assists state agencies in developing and implementing comprehensive services for young children, birth through age 8, with special needs and their families, and assists with projects in the Early Education Program for Children with Disabilities (EEPCD). NEC*TAS consists of the Coordinating Office and five collaborative organizations. *To learn more about NEC*TAS publications and services, contact the Coordinating Office, NEC*TAS, 500 NationsBank Plaza, 137 E. Franklin Street, Chapel Hill, N.C. 27514 or call: (919) 962-2001 (voice) or (919) 966-4041 (TDD).*

National Information Center for Children and Youth with Disabilities (NICHCY) is a clearinghouse that provides free information on disabilities and disability-related issues that affect children. *For more information, contact NICHCY, P.O. Box 1492, Washington, D.C. 20013-1492 or call either 1-800-695-0285 or (202) 884-8200.*

The National Parent Network on Disabilities (NPND) was established to provide a national voice for parents of children, youth, and adults with special needs. NPND shares information to empower parents to be aware of and respond to policy issues concerning the needs of people with disabilities and their families. *For more information, contact NPND, 1727 King Street, Suite 305, Alexandria, VA 22314, (703) 684-6763 (voice/TDD).*

The Children's Foundation has just completed a 20-minute videotape, *Yes, You Can Do It*, that looks at the "fears" and "myths" of caring for infants and toddlers with disabilities in a family child care setting. An *Annotated Resource Directory: Caring for Infants and Toddlers with Disabilities* will accompany the video. The Directory lists training materials and other resources relevant to those caring for young children with disabilities. *For more information, contact Sandra Gellert, Project Director, at (202) 347-3300.*

Within each issue, the Child Care Bulletin highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share your knowledge of what is available so that we may pass it on to the field.

Publications

➢*All Kids Count: Child Care and the Americans with Disabilities Act (ADA)*
Libby Doggett and Jill George

A guide to inform the child care industry about the law and to familiarize child care providers with the importance and value of including all children in regular child care settings. (Available for $12.50 from The Arc, P.O. Box 1047, Arlington, TX 76004).

For more information about The Arc, contact The Arc National Headquarters, 500 E. Border, Suite 300, Arlington, TX 76010, or call: (817) 261-6003, or TDD: (817) 277-0553.

➢*Child Care and the ADA: A Handbook for Inclusive Programs*
Victoria Y. Rab and Karren I. Wood

This book identifies legal issues, suggests some cost-effective solutions, and presents a variety of materials for assisting in ADA compliance. The book includes case scenarios, action plans, worksheets and checklists, comprehensive resource lists, and a glossary. (Available for $25 from Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-0624 or call: (410) 337-9580).

The ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) has prepared a packet of six brief reports for parents of children with special needs. ERIC/CRESS also provides information about organizations that provide support to families with special needs children.

For the free packet and other information, call ERIC/CRESS at: 1-800-624-9120, or send an e-mail message to the User Services Coordinator at [lanhamb@ael.org].

The following publications are available from the Child Care Law Center, 22 Second Street, 5th Floor, San Francisco, CA 94105 or call (415) 495-5498.

➢*Child Care and the ADA: Highlights for Parents of Children with Disabilities*

This document is specifically designed to answer the questions of parents of children with disabilities. It briefly addresses the impact of the American with Disabilities Act (ADA) on admissions, fees, and services, as well as how parents can help child care programs achieve compliance with the law ($5).

➢*Caring for Children with HIV or AIDS in Child Care*

A detailed guide to the legal responsibilities of child care providers to admit and care for children with HIV or AIDS. Includes sections on admitting and accommodating children with HIV/AIDS under the ADA, universal infection control precautions, confidentiality, and background information on HIV and AIDS ($10).

United Cerebral Palsy Associations (UCPA) is a non-profit, human service organization that aims to improve the quality of life for persons with cerebral palsy and other disabilities, and their families. UCPA has informational brochures, books, videos, and other materials for parents and others who work with children with disabilities. UCPA has also conducted national teleconferences on topics related to family support, child care, early intervention, and technology.

To learn more, contact UCPA, 1660 L Street, NW, Suite 700, Washington, DC 20036-5602 or call: 1-800-872-5827, or (202) 776-0406.

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Next Issue: Public/Private Partnerships

Please send articles or ideas for future issues to the Editor, Child Care Bulletin.

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Child Care Bulletin

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Public/Private Partnerships Work for Families

More than 250 representatives from 44 states and the District of Columbia gathered to attend the fourth annual National State Child Care Administrators' Conference "Child Care for the 21st Century," sponsored by the Child Care Bureau, in Washington D.C., September 27-28, 1995. This planning conference focused on developing strategies for enhancing the delivery of comprehensive child care services, and included opportunities to share state initiatives, to discuss emerging issues, and to hear about the latest child care research.

Several key presenters spoke of the struggles families face in balancing work and family, and the pivotal role that child care plays in helping families maintain economic self-sufficiency. A special plenary session was devoted to public/private partnerships as an essential aspect of building quality child care for the next century that is both accessible and affordable. Presenters Dana Friedman, Co-President of the Families and Work Institute, and Melinda Green, Director of Child Care Connection, Inc., and President of the National Association of Child Care Resource and Referral Agencies (NACCRRA), noted that the future development of the field of employer supports for working parents depends upon the formation of innovative and creative partnerships between the public, private, and voluntary sectors. According to Friedman, "There is clearly some overlay between the states' vision of comprehensive services for families in need and the corporate sector's recognition of the value of helping employees to balance their family and work roles. The key to fulfilling these goals lies in creative partnering, involving business representatives in the planning stages, and designing mechanisms that allow for local communities to determine how best to meet their needs."

Over the past few years, there have been numerous studies and reports which recognize that family-friendly policies support the needs of the changing workforce, promote healthier and more productive lives, and contribute important investments in the future. Interest in public/private partnerships appears to be growing across the country. During the State Administrators' Conference, Joan Lombardi, Associate Commissioner of the Child Care Bureau, stated, "We need to encourage and promote such innovations, particularly those focused on improving the overall quality of care for children in a community, and those initiatives that will improve and expand services to children of low-income working families."

It is clear that partnership activities are expanding throughout the country. Community innovations have made great progress in expanding services and improving quality care for children.

This issue of the *Child Care Bulletin* highlights some examples of working partnerships in which families, businesses, and the public sector are finding successful strategies to strengthen and support families in the balance between their work and family life.

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Public/Private Partnerships in Child Care

Corporate Commitment to Child Care Pays Off

Sarah Fishman

During the 1970's, American corporations began to offer child care assistance to employees. The experience of business leaders has shown that providing employees with child care assistance can reduce worker turnover, decrease absenteeism, shorten periods of maternity leave, lift morale, and improve productivity. Employee surveys often rank family-friendly benefits as second only to salaries as reasons for remaining with a particular company.

Corporate commitment to child care can take many forms, as illustrated by the following examples.

NationsBank, Charlotte, North Carolina, has invested $25 million to provide child care benefits to 65,000 employees. Child Care Plus, a subsidy program, is one of the benefits offered. Qualifying employees must work at least 60 consecutive days, 20 hours or more per week, and earn below a given salary level.

The company also offers an incentive for families to choose higher quality care by reimbursing care expenses for a licensed facility at a higher rate than for legally operated licensed-exempt care.

NationsBank has seen positive results with the subsidy program. The turnover rate among employees using the program is less than half of that for others in the same job categories. In a survey conducted by Work/Family Directions, Inc., 62% of the respondents said that the program affected their decision to remain at the bank.

Neuville Industries, a hosiery manufacturer located in Hildebran, North Carolina, has a workforce of more than 600 employees. The company has an on-site center serving 79 children, ages six weeks to five years. To ensure high quality care, the center operates below its licensed capacity of 108 children and maintains lower staff/child ratios than the state requires. As needed, the center opens on Saturdays for employees on weekend shifts.

Parents pay about 60% of the cost of care, and Neuville Industries subsidizes the remaining cost. Employees receive 21-26 days of free child care per year, based on seniority. The company also subsidizes near-site care for employees working evening shifts.

Providing for child care is one of the reasons that Neuville Industries maintains a notably low employee turnover rate of about 34%, compared with the industry average of 80-100%.

Marriott Corporation, the hospitality and lodging corporation with headquarters in Bethesda, Maryland, employs more than 175,000 people worldwide. Two of its hotels have formed a partnership with the Omni Hotel at CNN Center and the Hyatt Regency in Atlanta. They have established a non-profit organization and broken ground for a 24-hour child care center. This center will meet the needs of 1,000 hourly wage shift workers. In addition, other businesses, the city of Atlanta, along with Fulton County, and community organizations, joined in the effort. Project support comes from Child Care and Development Block Grant funds, through the Georgia Child Care Council.

Marriott also operates a 24-hour telephone referral service to assist employees with a variety of work and family issues. Since more than 26 different languages are spoken throughout the corporation, social workers speak the predominate languages of workers in a given area.

For more information about the three corporations highlighted in this article, contact the following persons:

- NationsBank: Kim Hains, (704) 386-5175
- Neuville Industries: Chris Gates, (704) 397-5566
- Marriott Corporation: Donna Klein, (301) 380-8850.

Sarah Fishman, formerly a Program Specialist with ACF Region I, is active in the Boston area child care community.

Spotlight on...

DuPont Corporation: A survey of 18,000 employees at DuPont Corporation documents the correlation between employee commitment and the company's efforts to support employees in balancing work and family responsibilities. This information, combined with two previous DuPont studies, provides a decade of work/life data. "The results of the study clearly indicate that work/life programs are a powerful tool to motivate people and encourage commitment to achieving business objectives," said John A. Krol, Dupont President and CEO-designate. Listed below are some of the findings:

- Employees using work/life programs are more committed, and not likely to feel overwhelmed or burned out.
- Employee programs have reduced the number of workers who report problems finding affordable care, care for sick children or care during business travel or overtime.

For more information about the DuPont study, contact Heidi Rowann at: (302) 774-0863.

Honor Roll Companies Take the Lead

Lauren Asher

The Women's Bureau of the U.S. Department of Labor has launched the *Working Women Count Honor Roll*, a nationwide initiative to improve the lives of working families. The *Honor Roll* encourages employers, organizations, and individuals to implement policies and programs in three areas: improving pay and benefits, building a family friendly workplace, and valuing women's work through training and advancement. A quarter of a million women identified these priority areas in the 1994 Women's Bureau *Working Women Count* survey. "By treating women with dignity, helping people to balance work and family responsibilities, and improving pay and benefits, *Honor Roll* members will make life better for all families," said Labor Secretary Robert B. Reich.

Karen Nussbaum, director of the Women's Bureau, summarized the potential impact of this initiative, "We want the *Honor Roll* to build momentum for practical, concrete change. We predict that over the next year, more than a million working Americans will be able to see the effects: a new child care center, time off for family responsibilities, and professional development training."

The Women's Bureau plans to collect 1,000 *Honor Roll* pledges by next spring. The Bureau has already gathered more than 400 pledges from businesses, community organizations, state and local governments, and labor unions. These pledges include a variety of initiatives, such as flexible work schedules, personal leave time, on-site child care and training for higher paying jobs. The *Honor Roll* pledges come from various sources, ranging from the relatively small McAlvain Construction company in Boise, Idaho, to the international corporation, Bausch and Lomb; from an apprenticeship program in Anchorage, Alaska, to a pledge from the city of Kansas City, Missouri.

A few examples of *Honor Roll* pledges that emphasize child care initiatives are listed below.

❖ **The Little Hoop Community College**, Fort Totten, North Dakota, discovered an unmet need for child care through their participation in the *Working Women Count* survey. As a result, a child care center was created and the college is working in partnership with local businesses to raise money for a major community child care center.

❖ **GTE Corporation** in Needham, Massachusetts offers emergency care on snow days and school holidays, allows employees to bring their children to work, and has private nursing rooms for new mothers.

❖ **Hotel Employees and Restaurant Employees Union Local 2** in San Francisco, California is establishing a child and elder care fund for hotel employees, one of the largest ever negotiated by a union. Employers will contribute five cents for every hour worked by members.

❖ **Oregon Community Foundation's Oregon Child Development Fund** in Portland has pledged to raise $900,000 over three years to fund job training for hundreds of infant/toddler child care providers. The goal is to increase the supply and quality of child care for infants and toddlers throughout the state.

❖ **The American Home Products Corporation**, Madison, New Jersey, has pledged to establish an on-site child care center and provide tuition assistance for employees with annual family incomes under $70,000. This new facility offers care for infants and preschoolers as well as a full-day kindergarten, care for mildly ill children through age 6, and back-up care for children through age 12.

❖ **Quadrangle Child Care Center** in Cleveland, Ohio has pledged to design and implement an intergenerational program in conjunction with Lupica Towers (a senior citizens residence) to enhance the quality of services for children and the elderly.

Anyone interested in joining the *Working Women Count Honor Roll* can request materials by contacting the Women's Bureau at 1-800-827-5335. Programs entered into the *Honor Roll* receive a certificate from the Secretary of Labor and information about the program will be made available to the public.

Lauren Asher is Communications Director for the Women's Bureau, U.S. Department of Labor. For additional information about Honor Roll pledges in a specific city or state, contact Lauren at (202) 219-6652, ext. 107, or Grier Mendel at ext. 133.

Partnering to Support School-Age Care

After-school programs are excellent opportunities to form partnerships and community strategies that promote positive outcomes for "at-risk" youth. Whether the initial impetus came from a private foundation, a government initiative, or a corporate president and CEO, the following programs are community initiatives that support youth.

MOST (Making the Most of Out-of-School Time), is a five-year, $6.5 million initiative of the DeWitt Wallace-Reader's Digest Fund to improve school-age child care, especially for low income families. The project was designed in partnership with the School-Age Child Care Project (SACCProject) at the Wellesley College Center for Research on Women (see "MOST Initiative," in the *Child Care Bulletin*, March/April 1995).

Chicago, Seattle, and Boston were selected to receive a three-year grant of $1.2 million to respond to the needs of thousands of school-age children. For each of the three cities, this implementation grant is a result of a year of collaborative planning with a variety of public and private partners with an interest in the supply and quality of school-age programs, and an interest in community development, education, and support for child care.

For more information, contact Lillian Coltin, SACCProject, Wellesley Center for Research on Women, (617) 283-2539.

Support Our Students (SOS), North Carolina's statewide initiative for providing quality, community based after-school services for at-risk students, focuses on children in their middle school years. In 1994, Governor Jim Hunt proposed SOS as a public-private partnership in which some state funding is used to leverage local and private support from schools, businesses, churches, and other community resources. In one year, SOS exceeded its three-year goal of serving 6,000 youth. SOS is now progressing well with a new goal to serve 20,000 youth and raise $5 million in private in-kind contributions in three years.

Selected county programs are funded through the state's Department of Human Resources' SOS Office which provides technical assistance and promotes coordination among the programs. Additional assistance is provided through the state's Cooperative Extension Service and the Office of the Governor.

Participating organizations include Arts Councils, Boys and Girls Clubs, Junior League, United Way, Cities-In-Schools, YMCA, and various other community focused agencies. Examples of private and community support offered to SOS programs include an awards day sponsored by Cal-Tone Paints; college scholarships through Arby's; a computer tutor from Motorola; payroll and accounting services by Leith Auto; Clark-Hurth Company employee volunteers; an after-school basketball program with the Charlotte Police; and assistance for students in setting up their own small business through Smithfield's Chamber of Commerce.

For more information, contact Joe Canty, SOS Program Director, (919) 571-4848.

The 4-H After School Program is a partnership that was founded in Los Angeles, California in 1988. The program focuses on youth, ages 7 to 13, living in public housing communities. The program's resources are from a blend of U.S. Departments of Housing and Urban Development (HUD) and Agriculture, corporations and local businesses, local housing authorities, land grant universities, Cooperative Extension System 4-H, National 4-H Council, local schools, city and county governments, and other public and private funding or in-kind support. Although the success of the program is due to the combined commitment of each partner, many indicate that the leadership of Roger Beach, Chair and CEO of Unocal Corporation and the innovative "Vision Team" approach were the real keys that brought the collaboration into being and heightened private sector awareness.

This 4-H program involves communities in improving the quality of life for themselves and others residing in public housing units. As a positive alternative to youth spending time alone after school, 4-H offers opportunities to work on academic studies, 4-H "learn by doing" projects, community service, nutrition and fitness education.

Operating every day, 50 weeks a year, and serving more than 1,200 youth, the success of the program in Los Angeles has prompted HUD to commit funds to expand that program from 23 to 51 sites, and to begin a similar program in Kansas City, Oakland, and Philadelphia. Each community has organized a Vision Team, consisting of representatives from the business, education, government, and community sectors.

For more information, contact Don MacNeil, Metro Coordinator, National 4-H Council at (805) 498-3937, or Nancy Valentine, USDA at (202) 720-5578, or Beverly Hardy, HUD at (202) 708-4214.

Working Mother Spotlights Family Friendly Companies

Karen Mazzotta

Dedicated to helping women balance roles at home and at work, *Working Mother* magazine researches and addresses critical issues that impact families. The magazine is a source of information for parents on various topics, from finding good child care to pay equity, from child development and parent education to managing priorities and pressures at work.

Each year *Working Mother* publishes two reports highlighting child care activities. "How Does Your State Rate?" (in the March 1995 issue) examines states' commitment to child care, and "100 Best Companies for Working Mothers," (in the October 1995 issue) lists America's most innovative companies in support of working families.

How Does Your State Rate?

In the *Working Mother* third annual report evaluating child care in each state, California, Colorado, Connecticut, Hawaii, Maryland, Massachusetts, Minnesota, Vermont, Washington, and Wisconsin rated the highest. Criteria for the 10 Best States include quality, availability, and safety of child care, as well as commitment of state, business, and community leaders to improving care. In addition to the ten best, North Carolina earned the distinction of "Most Exciting State" for its $47 million commitment to Smart Start, which aims to make affordable quality early education available to every child.

100 Best Companies for Working Mothers

This year marks the tenth anniversary of the list now known as the WORKING MOTHER 100, a roster that features the most innovative and advanced firms for working parents. Firms that make the list are considered role models for business, creating workplaces that offer employees both the opportunity to advance in their careers and to have a good family life. Companies are evaluated on four criteria: pay, advancement opportunities for women, support for child care (financial assistance, referrals and/or actual care), and family-friendly benefits.

Companies from the WORKING MOTHER 100 that scored the highest rating possible in the area of child care:

Barnett Banks, Inc.
Corning Incorporated
Fel-Pro Incorporated
Glaxo Wellcome Inc.
IBM Corporation
Johnson & Johnson
SC Johnson Wax
Lancaster Laboratories, Inc.
Lincoln National Corporation
Merck & Co., Inc.
NationsBank Corporation
Quad/Graphics, Inc.
SAS Institute Inc.
Schering-Plough Corporation
Xerox Corporation

In the area of child care, of the 100 firms on this year's list, 76 offer child care on-site or at a nearby site. Eleven new centers were opened in the past year by these companies: Allstate, Barnett Banks, CIGNA, Corning, Glaxo Wellcome, Lincoln National, Marriott, NationsBank, Quad/Graphics, and SAS Institute.

Some benefits that companies never considered providing a decade ago, are now fairly standard among those on the list. These include such benefits as before and after-school care, holiday care, back-up care, summer programs, and sick child care. There are many exciting child care initiatives, including IBM's commitment of $50 million to support child and elder care programs; Johnson & Johnson's new Family Child Care System of specially screened and trained providers, and their toll-free service for professional advice on child-rearing problems, from getting a baby to sleep to communicating with a sullen teenager; and Xerox Corporation's expansion of child care programs to provide infant and toddler slots and assistance for more than 3,000 employees in paying for child care. At Fel-Pro, babies are welcomed with a $1,000 savings bond, and various benefits that support the child and family continue through the college years.

When *Working Mother* debuted the list in 1986, it recognized only 30 firms for their family-friendly practices. Today, hundreds of employers compete to be on the list, and there is an increasing number of innovative and creative initiatives. "Our goal in creating this roster ten years ago was to call attention to corporate role models so that others would follow in their footsteps," says Judsen Culbreth, *Working Mother* editor-in-chief. "There's been such an outpouring of support for and interest in this project that the WORKING MOTHER 100 has taken on greater meaning: This list tracks our country's work/family revolution."

Karen Mazzotta is the publicist for Working Mother *magazine. For more information, contact (516) 549-1580.*

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CHILD CARE OPTIONS FOR EMPLOYERS

OPTION	DESCRIPTION
Sponsor near or on-site child care center(s)	A center can be owned or operated by the company, owned by the company and managed by a third party, or owned and operated by a subcontractor or grantee. The center is primarily for the employees of the sponsoring company.
Support a local child care center	Through a grant or contract, a local child care center can accept funds from a company or a group of companies (as in a consortium arrangement) in exchange for priority enrollment/reduced fees for employees of the contributing company.
Create or support a family child care network	Provide funds to a body representing a group of family child care homes who will provide slots to employees' children. This is particularly helpful to firms whose employees work evenings or weekends, or who have infants.
Create or support after-school care	An employer can help start a program in the community or schools to serve the needs of 6 - 13 year olds before and after-school.
Create or support a vacation/holiday program	Make a program available that serves children when school is out, including summer vacations.
Create or support back-up or emergency care	Make a program available that serves children when their regular care arrangements have fallen through or when there is an emergency.
Create or support a sick child care program	Make a program available for mildly-ill children, either as part of an existing child care center, a hospital, a free-standing program near work or in the community, or as an in-home program where qualified people are sent into the child's home.
Offer resource and referral services	Educate employees about their child care choices in the community and provide referrals to programs with openings.
Parenting seminars	Organize informational meetings on parenting issues and child care concerns.
Caregiver fairs	Arrange for local service providers to distribute information about their programs.
Vouchers	The employer pays for a portion of child care expenses.
Discounts	The employer arranges for employees to be charged a reduced rate at programs of the employer's choosing.
Dependent Care Assistance Plans (DCAPs)	A mechanism that allows for employees to pay for their child care with pre-tax dollars. There is a savings to the employer, although the subsidy is actually paid for by the government.
Corporate Funds	A corporate set-aside for making grants to local organizations that agree to provide access to employees. These are not philanthropic dollars.
Corporate Contributions	Grants to local organizations to generally improve the supply or quality of child care at the local, state, or national level.
In-kind contributions	With the donation of equipment, supplies, or expertise from the company, local child care services can receive much-needed support.
Public education	The use of corporate clout can help bring attention to important child care issues. Employer representatives can serve on community-wide task forces, testify at hearings, and publicize child care issues at professional meetings.

Developed by the ***Families and Work Institute****, 330 Seventh Avenue, 14th Floor, New York, NY 10001, (212) 465-2044.*

American Business Collaboration Leads Corporate Support

Randall Wong

The American Business Collaboration for Quality Dependent Care (ABC) is a national effort which was launched three years ago by major corporations to increase the supply and enhance the quality of child and elder care programs across the country.

During the first phase of this effort, 156 businesses, governmental entities, and not-for-profit organizations invested more than $27 million in 45 communities throughout 25 states and the District of Columbia. They have supported 355 dependent care projects which have been utilized by more than 277,000 individuals, including the dependents of employees and community residents.

The second phase of this effort began in September, 1995. In a powerful declaration of support for their employees, 21 major corporations have announced their joint commitment to a $100 million initiative to develop and strengthen school-age, child care, and elder care projects in communities throughout the country. This initiative is believed to be the largest investment ever in dependent care by the private sector.

"We believe that supporting the diverse dependent care needs of our employees is critical to our success as it enables our companies to attract and retain a productive, competitive, committed and motivated workforce. The availability of quality dependent care programs...enables our employees to do their best at work by helping them manage their work and personal responsibilities."

(In a statement signed by the CEOs of: Aetna Life & Casualty, Allstate Insurance, American Express, Amoco, AT&T, Bank of America, Chevron, Citibank, Deloitte & Touche LLP, Eastman Kodak, Exxon, GE Capital Services, Hewlett-Packard, IBM, Johnson & Johnson, Mobil, NYNEX, Price Waterhouse LLP, Texaco, Texas Instruments, and Xerox.)

The companies are expected to take the lead in funding more than 1,000 projects over the next six years in a major collaborative effort that includes support for research and development for national pilot programs. The focus will be on investing in programs that are innovative and replicable.

Ellen Galinsky, Co-president of the non-profit Families and Work Institute, said the scope of the additional funding will have a "dramatic impact on the dependent care community, and called the initiative "a sound investment" for the participating companies. "Our studies clearly demonstrate that for every dollar companies spend on work-life programs, they get back a return in terms of retention, reduced stress, and greater loyalty," she said. Chief executive officers of the ABC lead companies have stated that their support for dependent care was based on bottom line business factors.

Mary Kay Leonard, vice president for Work/Family Directions, the Boston-based consulting firm which facilitates the collaborative process, said that in the next phase of this effort there will be a greater emphasis on quality improvement, increased focus on developing services that meet the specific needs of working parents such as extended hours for child care programs, and a sharp increase in projects that are specifically designed for school-age children.

At a White House ceremony on October 31, First Lady Hillary Rodham Clinton and Labor Secretary Robert Reich met with senior executives from 20 lead companies of the American Business Collaboration, as well as families of their employees, along with other business leaders from across the nation to urge employers, organizations, and individuals to join the *Working Women Count Honor Roll* (see related article). Encouraging every employer in the country to adopt policies that help workers balance their family and work responsibilities, the First Lady and Reich discussed employer commitment and support with families who benefit from family-friendly policies.

Among the families who met with officials at the White House was Susan O'Neil, administrative assistant at Deloitte & Touche, in Boston, along with three-year-old daughter, Stephanie. Speaking of her employer, Ms. O'Neil stated, "They give me the chance to make my balancing act a reality. Although I still work eight hours per day, I have the flexibility to do it in a time span that meets my family's needs." Her employer has a resource and referral service and a Dependent Care Flexible Spending Plan that lets her put aside part of her pay before taxes to spend on child care. "We ask you the government, and you the employer, to help us, the working people, to make it work. We can't do it alone. The bottom line is we need to put stock in families, we need to invest in families to help make this country a great, safe and healthy place to live and work."

To learn more about ABC, contact Randy Wong, Work Family Directions, Inc. 1-800-767-9863.

Child Care Partnerships Emerge Across the Country

Colorado

Colorado Governor Roy Romer has created a Business Commission on Child Care Financing to study ways to finance quality child care. Chaired by the president of the First Bank in Denver, the Commission is to present recommendations to the governor, state lawmakers, and the business community by January 1.

The Commission includes representatives from AT&T, Channel 9, Colorado AFL-CIO, Coors Brewing Co., Copper Mountain, the Denver Business Journal, Hyatt Regency, Time Warner Cable, United Airlines, Lockheed, and others. Their expertise will be used to assess funding sources, develop multi-sector financing approaches, and motivate the business community to look into child care financing reform from a business and economic standpoint.

To learn more, call Sam Williams, Coordinator, Colorado Business Commission on Child Care Financing, at (303) 866-5860.

Grand Ronde Tribe

Located in Oregon, the Grand Ronde Tribe is implementing a benefits package for all tribal employees that includes a 50% match for child care assistance. Relying mostly on family child care providers, the tribe partners with the statewide resource and referral network and the Child Care Resource Center to assist providers with licensing and training.

Tribal members are considering new ventures, such as a center-based program for infants, and creating a youth center facility to house partnering agencies. This would include CCDBG supported community preschool, before and after-school programs, YCAP which operates the county Head Start program, Johnson O'Malley cultural education programs and several others.

To learn more, contact Shawn Hostler or Wendy Spencer at the Grand Ronde Indian Reservation, at: (503) 879-5211.

Indiana

In November, a Symposium on Child Care Financing was convened by the Indiana Family and Social Services Administration along with the Child Care Action Campaign, to bring together public and private leaders from across the state to collaborate on innovative funding strategies. Co-chaired by Indiana First Lady Susan Bayh and Mrs. Charlene Lugar, the Symposium included presentations by funding experts from an employer consortium, a single employer fund, a multi-partner fund, and a community development loan fund. Nearly 300 participants attended from 17 county teams comprised of an elected official, major employer, a community foundation, a financing institution, chamber of commerce, private industry council, public health and education agencies, a child care provider, resource and referral agency, and parents.

Corporate sponsors are providing financial support and company mentors to assist the 17 counties in implementing their proposed strategy to expand and enhance child care in their communities. At this time, the corporate sponsors include: CB Commercial, American Cablevision, Conseco, Cummins Engine, Eli Lilly & Co., Golden Rule Insurance, Ice Miller Donadio & Ryan, IPALCO Enterprises, Lincoln National Corporation, Marsh Supermarkets, Inc., the Junior League of Indianapolis, McDonald's Corporation, Northern Indiana Public Service Company (NIPSCO), NBD Bank, PSI Energy, Society National Bank of Indiana, Weiss Communications/Indianapolis Woman, Wishard Memorial Hospital, St. Vincent-Community Health Network, and WISH/TV.

To learn more, contact Carole Stein, Indiana Family and Social Services Administration, at (317) 232-1148.

Iowa

ChildNet is an employee assistance benefit program that connects families to quality child care. A comprehensive resource and referral service, ChildNet is available to employees of subscribing companies through a public-private partnership with the Iowa Child Care Resource and Referral System.

ChildNet provides direct child care assistance services to employees and a certification program for child care providers. In addition, ChildNet provides work site informational seminars on topics such as choosing infant care, single parenting, summer-care options. Additionally, they produce informational materials such as work and family articles for company newsletters and parent education materials.

To learn more, contact Karen King, Director, ChildNet-CCR&R of Central Iowa Lead Agency, at: (515) 286-2004.

Jamestown S'Klallam Tribe

Located in Washington state, the Jamestown S'Klallam Tribe and its Seven Cedars Casino are working with a private partner, New Horizon Kids Quest™ to develop child care services. These services will include an hourly child care center for children of casino guests and a child care center serving casino and tribal employees as well as members of the surrounding community.

For more information, contact Ron Allen, Tribal Chairman, Jamestown S'Klallam Tribe, (360) 681-4621 or Pete Giudera, Vice President of Development, New Horizon Kids Quest (612) 577-9201.

South Dakota

The South Dakota Department of Social Services Office of Child Care Services and the Governor's Office have joined with the Industry and Commerce Association to address child care needs. The result is a cooperative initiative called "Kids 1st with South Dakota Businesses."

The program aims to help businesses to deal with issues involved in developing a child care plan.

Publications produced by the partnership include *The Employer's Guide to Private and Public Child Care Solutions* and the *Business Profile Handbook*. The *Guide* highlights available child care options for employers, outlining the benefits and the challenges of various choices. It includes sections on exploring organizational needs, flexible human resource policies, child care support services, and establishing on-site and near-site child care. The *Handbook* includes brief descriptions of businesses in South Dakota that have instituted some form of policy change in support of child care.

To learn more, contact Bobbi Brown, Administrator, Office of Child Care Services, South Dakota Department of Social Services, (605) 773-4766.

Washington

The state's policies provide for a child care partnership committee and an employer liaison to help increase employer assistance and involvement in child care. Child Care Advantages (CCA) forms the state-level connection between the Office of Child Care Policy and the Office of Business Assistance.

Supported by Washington's Departments of Social and Health Services and Community, Trade and Economic Development, CCA is designed to help employers develop effective and efficient family-friendly policies. It facilitates employee assistance in work-family issues including child and elder care, and helps generate public/private partnerships in communities.

Specifically, CCA provides businesses with financial and technical assistance in developing on-site and near-site child care facilities. Qualified businesses can receive direct loans, loan guarantees, or grants to start or expand child care facilities through a Child Care Facility Fund. The partnerships involved have created over 1,000 child care slots and leveraged close to $5 million dollars. Many of the corporate supported centers are located in rural, underserved areas.

CCA also conducts an annual conference to provide information and resources for employers who wish to implement family friendly practices, and to recognize public and private employers who make great strides in creating a family-friendly workplace.

For more information, contact Larry Macmillan, program manager for Child Care Advantages, (360) 586-3023.

Employer Council on Lower-Wage Workers and Families

The Families and Work Institute (FWI) is partnering with Marriott International to create the Employer Council on Lower-Wage Workers and Their Families with start-up support through the Carnegie Corporation of New York. Most research, including the FWI's *National Study of the Changing Workforce*, has shown that work-family assistance is considerably more available for highly educated and highly compensated employees than for their lower wage counterparts. At the same time, the growth in this segment of the national workforce is outpacing all other groups. Even workers who can earn competitive wages find themselves challenged to make ends meet. Finding child care and other family services needed to maintain self-sufficiency is particularly difficult.

This Council will explore and challenge the way that major corporations and policymakers address the family needs of their lower-income employees, identifying key work-family issues for these workers, and innovative strategies for addressing their needs. This Council is the next step on the evolution of the work-family field -- to create champions for the needs of the low-wage workers. A group of approximately 25 major corporations, including Levi-Strauss, McDonald's, Burger King, Sears, Pepsico, ConAgra, Perdue, Wegman's, JP Morgan Delaware, Prudential Insurance, Barnett Banks, and Hyatt, as well as the U.S. General Services Administration, will meet three times during the next 18 months for discussion, debate, and brainstorming about policies and programs. The Families and Work Institute will prepare the background information and lead the discussions; academics and policy makers will brief the group on such issues as child care and welfare-to-work programs. The process will culminate in a series of recommendations that will be published by the FWI and presented to business leaders and policy makers.

Healthy Child Care Update: North Texas

Elaine Klos

An important component of quality care is the link between the health care and the child care communities. The First Texas Council of Camp Fire in Fort Worth is leading an effort in an 18-county region of North Texas in which a collaboration of public and private entities have joined together to achieve the goal of safe and healthy child care settings.

This Healthy Child Care Coalition includes members of the child and health care communities, elected officials, and Corporate Champions, 13 major employers that support and fund high quality child care.

The Coalition is compiling a list of the programs and projects that are currently available in the public and private sectors. Using the Healthy Child Care America Blueprint (see "Healthy Child Care America Campaign Launched," in the *Child Care Bulletin*, July/August 1995), the Coalition will seek to answer the questions: Are services easily accessible and sufficient in number? Where are the gaps in service? Where will the funding come from to improve and develop services?

The Coalition plans to develop support mechanisms and to serve as an "information connector" for child care providers and the health care community. It will include information in a monthly newsletter to more than 4,500 child care providers.

Elaine Klos is the Advocacy Director of the First Texas Council of Camp Fire. To learn more, contact Elaine at: (817) 831-2111.

Small Business Makes Big Impact

Chuck Adams

Just over two years ago, an old hatchery building at Sanderson Farms in Collins, Mississippi was a graveyard of retired poultry processing equipment. With a lot of commitment and a little imagination, Joe Sanderson's corporate initiative transformed the facility into a modern, licensed child care center. The goal was to provide quality child care and education for the children, resulting in a less stressful environment for the parents employed by the Collins Processing and Production Division of Sanderson Farms.

Community partners and creative planning were integral to accomplishing this goal. For example, the crafting of storage shelves was a class project in carpentry for students at Collins High School Vocational Center. Also, the state Office for Children and Youth provides major funding for the center's teaching materials, supplies, equipment, and some operating expenses.

The center serves as many as 329 children over two shifts. The services offered include infant and toddler care, care for preschool children, school-age care, summer programs, and four specially designed playgrounds, including one for infants. The program provides flexibility for employees' families, opening before 4:30 a.m., and extending hours when work shifts run long. It also opens on Saturdays and holidays, whenever the plant operates.

Chuck Adams is the Director of Administration for Sanderson Farms, Inc. For more information, contact Chuck at: (601) 649-4030.

Private Capital Works to Enrich Care

Every child care provider, at some point, must assess the need to improve or expand their facility. Usually, they find that the resources are unavailable. Many centers receive barely enough in parent fees and state child care subsidies to meet costs, leaving little or no fund for capital improvements.

Recognizing this problem, the United Way of Massachusetts Bay and the Hyams Foundation decided to start a private loan fund to improve child care in the Boston area. The result of that collaboration, the Child Care Capital Investment Fund (CCCIF), has loaned 23 centers up to $120,000 for renovations, construction, and refinancing.

Since the CCCIF began, not one center has defaulted on a loan. This success has led to a new program called "Mini Loans" to serve smaller centers. These are loans for up to $5,000 for five years, at a 5% interest rate, to be used for emergency repairs, replacing old furnishings, or purchasing new equipment.

The CCCIF uses a comprehensive approach to capital improvements. Prior to a center receiving funds, CCCIF staff make site visits to help the program director prioritize needs, identify funding sources, estimate costs and calculate the center's ability to repay the loan. In addition, CCCIF gives interest free loans for planning costs.

After a loan is made, the center receives technical help to implement the improvements. This assistance can range from finding an architect that specializes in developmentally appropriate designs, to programming computers and teaching center staff to budget for debt.

For more information, contact the CCCIF, 294 Washington Street, Suite 330, Boston, MA 02108-4608, or call: (617) 728-3028.

Within each issue, the Child Care Bulletin highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share your knowledge of what is available so that we may pass it on to the field.

Publications

➢ *Child Care Options: A Workplace Initiative for the 21st Century*
Margery Leveen Sher and Madeline Fried

This book examines how and why businesses can create family friendly policies for employees. It discusses child care options for businesses, facility design, licensing and resources available to employers and employees. (Available for $27.50 plus shipping from Oryx Press, 4041 N. Central Ave., Suite 700, Phoenix, AZ 85012, or call: (800) 279-6799).

➢ *The Work and Family Kit*
Office of Personnel Management

The Kit is a compendium of family friendly practices, policies, resources and references available to help employees balance work and family needs. Targeted at federal agency personnel, the Kit is a valuable resource for organizations instituting child care, alternative work schedules, job-sharing, telecommuting and other employee benefits. (For availability, contact OPM's Work and Family Program Center at: (202) 606-5520.

Publications below are available from the Families and Work Institute, 330 Seventh Ave., 14th Floor, New York, NY 10001, Attn: Publications, or call (212) 465-2044.

➢ *Corporate Reference Guide to Work-Family Programs*
Ellen Galinsky, Dana Friedman and Carol Hernandez

An extensive reference on work-family issues, the book addresses the questions most frequently posed by companies. Crossing 30 industries, it provides a comparative analysis of family-supportive policies in Fortune 500 companies. It contains case studies, model initiatives, and the stages of development of corporate work-family programs ($50).

➢ *Education Before School: Investing in Quality Child Care*
Ellen Galinsky and Dana Friedman

A guide to the supply, cost, and quality of child care in the U.S. The book includes numerous case studies of corporate initiatives to improve the quality of child care and education and includes a vision of an early childhood system for the 21st century ($15).

National Child Care Research Consortium Formed

The Child Care Bureau has announced three cooperative agreements for child care research. The partnerships will study critical child care issues, including demand, supply, and the outcomes for low-income families. The recipients will join with others in the child care field to form a National Child Care Research Consortium to create a data archive for researchers studying interrelationships among child care, welfare and work.

The recipients of the $100,000 grants were: (1) the Florida Children's Forum, in partnership with Florida, Massachusetts, Alabama and state, local, and national organizations; (2) Regional Research Institute for Human Services at Portland State University, with other Oregon partners, AT&T, and the Families and Work Institute; and (3) the National Center for Children in Poverty in the School of Public Health, in partnership with Illinois, Maryland, and specifically, Maryland Committee for Children, Illinois Child Care Resource and Referral Association, and other state and local agencies. The National Association of Child Care Resource and Referral Agencies (NACCRRA) also participates in each partnership.

To learn more, contact Pia Divine, Coordinator of the National Child Care Research Consortium, Child Care Bureau, at: (202) 690-6705, or internet [pdivine@acf.dhhs.gov]

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